

**THE INFLUENCE OF USING PEER EDITING TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE
EIGHTH GRADE OF SMP NEGERI 1 LIMAU TANGGAMUS
IN THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree



By

**ASIH PAMUJINING TIAS
NPM. 1411040025**

Study Program : English Study Program

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Nunun Indrasari, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING PEER EDITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP NEGERI 1 LIMAU TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019

By: ASIH PAMUJINING TIAS

Most of the students in junior high school especially in eighth grade had difficulties to write in English. The problems were they had low motivation in writing, they were not interested in the writing and also they did not know how to start for writing. Besides that, peer editing technique as an alternative in teaching that could be used in teaching writing. Peer editing technique could help the student to improve their writing ability.

The aim of this research was known whether there is any significant influence in writing descriptive text of students by using Peer Editing Technique. This research was used Quasi Experimental Design that used Cluster Random Sampling. They were 28 students for experimental class and 28 students for control class. In order to collect the data, this research used writing test as the instrument. There were pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment.

The result of this research, it was obtained that $Sig=0.115$ and $\alpha=0.05$. It can concluded that the H_a is accepted and there is significant influence of using Peer Editing towards students' writing ability in descriptive text at the eighth grade at SMP Negeri 1 Limau Tanggamus in the academic year of 2018/2019.

Keywords: *Descriptive Text, Peer Editing, Quasi Experimental Design, Writing Ability.*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

APPROVAL

Title : **THE INFLUENCE OF USING PEER EDITING
TECHNIQUE TOWARDS STUDENTS' WRITING
ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH
GRADE OF SMP NEGERI 1 LIMAU TANGGAMUS IN
THE ACADEMIC YEAR OF 2018/2019**

Student's Name : **ASIH PAMUJINING TIAS**
Student's Number : **1411040025**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training Faculty**

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, State Islamic University Raden Intan Lampung.

Advisor,

Iwan Kurniawan, M.Pd
NIP: 19740520 200003 1 002

Co-Advisor,

Nunun Indrasari, M.Pd
NIP: 198707272015032006

**The Chairperson
Of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING PEER EDITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP NEGERI 1 LIMAU TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019**, By: **ASIH PAMUJINING TIAS, NPM: 1411040025**, Study Program: **English Education**, was tested and defended in final examination session held on: **Thursday, February 21st, 2019.**

Board of Examiner:

Chairperson : Meisuri, M.Pd

The Secretary : Sri Suci Suryawati, M.Pd

The Primary Examiner : Satria Adi Pradana, M.Pd

The First Co-Examiner : Iwan Kurniawan, M.Pd

The Second Co- Examiner : Nunun Indrasari, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M.Pd
NIP. 19560810 198703 1 001

ABSTRACT

THE INFLUENCE OF USING PEER EDITING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP NEGERI 1 LIMAU TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019

By: ASIH PAMUJINING TIAS

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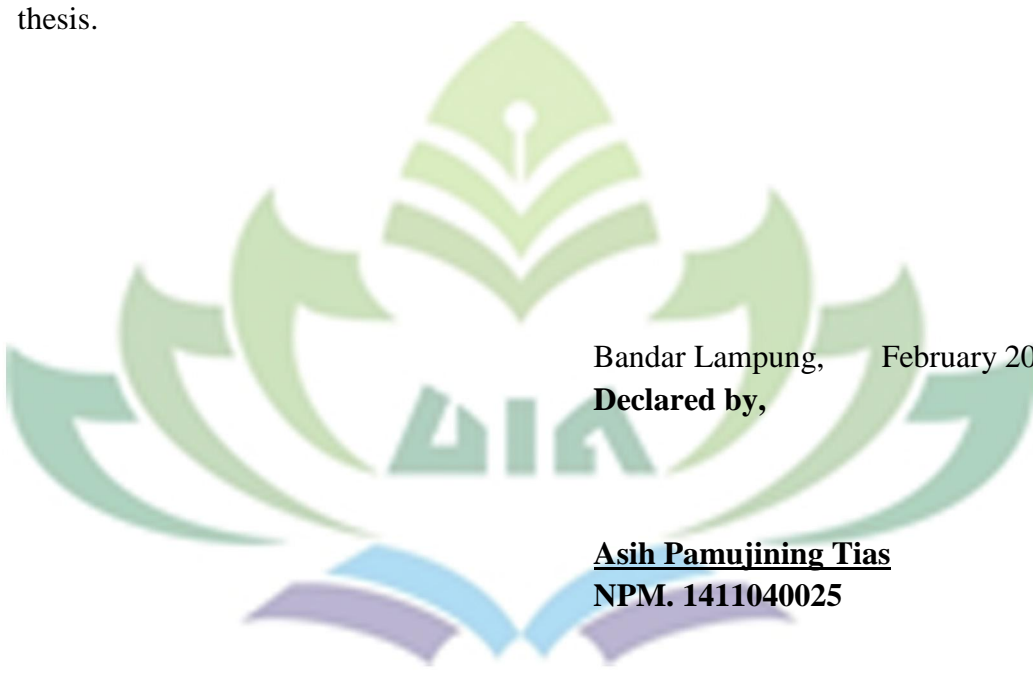
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The result of this research, it was obtained that $Sig=0.115$ and $\alpha=0.05$. It can concluded that the H_a is accepted and there is significant influence of using Peer Editing towards students' writing ability in descriptive text at the eighth grade at SMP Negeri 1 Limau Tanggamus in the academic year of 2018/2019.

Keywords: *Descriptive Text, Peer Editing, Quasi Experimental Design, Writing Ability.*

DECLARATION

Hereby, I state this thesis entitleds “The Influence of Using Peer Editing Technique toward Students’ Writing Ability in Descriptive Text at the Eighth Grade at SMP Negeri 1 Limau Tanggamus in the Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, February 2019
Declared by,

Asih Pamujining Tias
NPM. 1411040025

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun. By the pen and by the (record) which (men) write.” (Q.S. Al-Qalam :1)¹



¹ *Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda Kelompok Gem Islami), Al Qolam: 1, p.1219

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My parents, Mr. Suharsono and Ms. Kartini who keep on praying for my life and success then always given me support.
2. My aunt and uncle, Sri Wahyuni and Komarudin who always given me support and advised me wisely.
3. My sisters they are Hesty Pramusinta, Endah Suryani, S.E., Rahma Khoirur Rifa.
4. My Besties class who always give contribution to accomplish this thesis. They are, Alpine Octavia, S.Pd., Abela Mailika, Egga Nurindah Sari, and Esti Rahayu, Alif Ahmad Fanani, S.Pd., and Dewi Primawati, S.Pd., and for all members of English Education A Class thanks for help and motivation.
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6. My partner UKM Bahasa's UIN RIL they are Siti Zahra Pakas, S.Pd., Septriana, Novitasari, S.Pd., Fikriansyah, S.Pd., Adam Anugrah, S.Sos., Rofingudin Arrosyid, Ahmad Nashiruddin and all member of UKM Bahasa.
7. All member of BARADIPAT
8. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Asih Pamujining Tias was born in Jepara on August 7th, 1996. She is one of the two children of Mr. Suharsono and Ms. Kartini. She has one sister her name is Hesty Pramusinta.

She began her study at TK Mustika Rini and graduated in 2002. She continued her study at SDN 1 Gondosari in 2003 and graduated in 2008. Then, She studied at SMPN 2 Karangmalang and finished in 2011. Afterwards, continued her study in MAN 1 Pringsewu in 2011 and completed in 2014. Furthermore, in 2014, she decided to study in English Education Program of Tarbiyah and Teacher Training Faculty Raden Intan Lampung

When she studied at Raden Intan State University of Lampung, she following some organizations, they were: UKM Bahasa and ESA (English Student Association). She was also joined in BARADIPAT (Rail Fans Lampung) as the member. She was taught at bimbel AZWANA.

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Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Peer Editing Technique toward Students’ Writing Ability in Descriptive Text at the Eighth Grade at SMP Negeri 1 Limau Tanggamus in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, February 2019

The Researcher,

Asih Pamujining Tias

NPM. 1411040025

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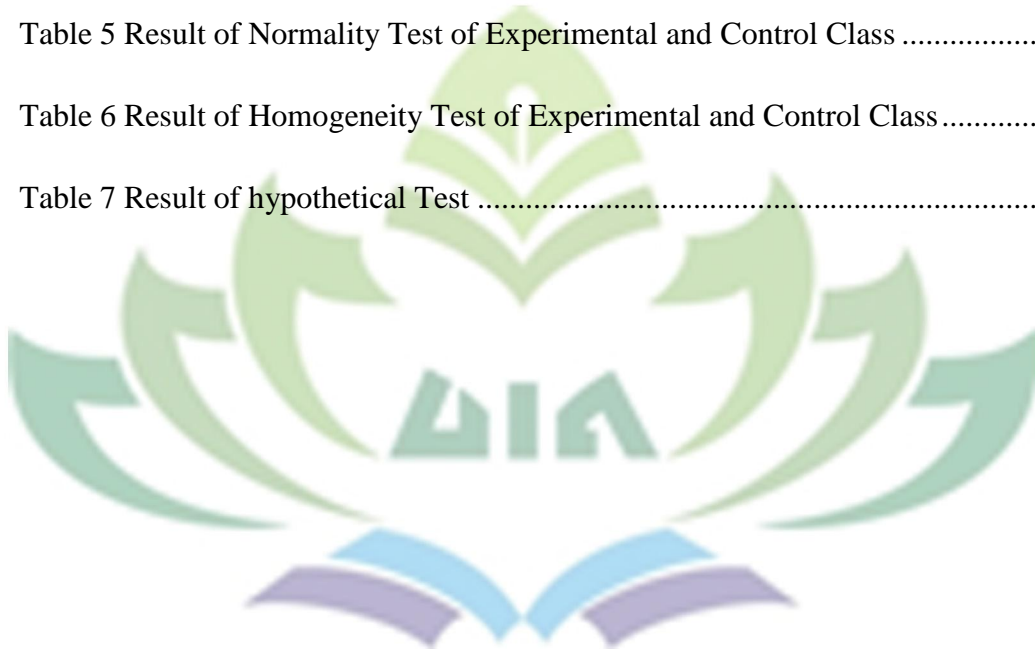
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CHAPTER I

INTRODUCTION

A. Background of the Problem

All of people in the world can communicate each other by using language. Language is used to communicate our thoughts and ideas. Language is essential for our survival and development as human being. Language is a result of cultural experience. Language is also a system of phonetics, grammar and vocabulary.¹ It means that language is a media that is used to transfer ideas, feelings, etc of someone to another with some rule likes, grammar, vocabulary and system of phonetics. Without language, people may not able to interaction well to each other. It indicates that language is important in human life, therefore we must master of language.

English has become an international language which is used by most communities in the world, so that learning English is very important. English is needed by all levels of education to be mastered. This has made educators from all levels of education try to facilitate the best way of teaching and learning English. As a result, the teaching and learning English has been placed in a very important position and has been taught in almost all countries in the world.

In Indonesian teaching context, English is a foreign language that becomes a compulsory subject in Junior High School and Senior High School. English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor

¹M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise publishers & Distributors, 2008), p.31

in target language country.² Furthermore, although English is not used for communication in their daily lives, English is certainly important for all people and also Indonesian peoples have to learn it to improve the quality of educational in Indonesia.

Based on the explanation above, the researcher concludes that English is one of important language that is used in the world. English as the international language is needed, so it is very important in teaching and learning context. In learning English are mentioned four skills which be mastered by the students. It is supported by Dash and Dash who say, “in teaching English we wish to train our students: (i) to hear and understand English, (ii) to speak in the language and be understood, (iii) to read in the language and understand what they read, and (iv) to write in the language and be understood”.³ So, these four skills must be mastered by students because it becomes the standard competencies which have to be reached by students.

From the four language skills, writing is difficult subject, as Patel and Jain say that for the moment we can accept that writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence patterns.⁴ It means writing is difficult skills, because the writer needs skills on how to write words correctly, how to put and arrange those words or paraphrase into sentences which are supposed to be meaningful according to sentence patterns. As Raimes states that writing also reinforces the

²Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), p.39

³Neena Dash and M. Dash, *Teaching English As An Additional Language*, (New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2007), p.35

⁴Patel and Jain, *Ibid*, p.125

grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.⁵

Almost students said that writing is the most difficult one when they learning English. Pardiyono states that in language skills category, writing still as been looked on skill the most is hard, between speaking and reading, by some students.⁶ So, it is not suprising if the teacher finds the students have difficult in elaborating their idea in written form, for instance, the students find trouble in building a good sentence. The mistake is not only in grammar but also in choosing suitable vocabulary.

Beside that according to Brown, “the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker developed naturally”.⁷It is clear enough to describes writing skill is considered as the most difficult skill for students because it needs many competencies. So, most of them regard that writing is a difficult task.

When the researcher did her preliminary research in SMP Negeri 1 Limau on January 10th 2018, the researcher gained some data taken from the English teacher at the eighth grade by interviewed Ms. Juni Ariyani, S.Pd. She said that the students’ ability at SMP Negeri 1 Limau in writing descriptive text is lack and

⁵Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

⁶Pardiyono, *12 Writing Clues For Better Writing Competence*, (Yogyakarta: Andi Offset, 2006), p.1

⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed),(California: Longman, 2001), p.335

their vocabulary is low. Besides, a few students are enthusiastic in doing the tasks assign by the teacher, but many students who are lazy to do the assignment by themselves. It can be described in table

Table 1
Students' Score of Writing Descriptive Text
at the Eighth Grade of SMP 1 Limau in the Academic Year of 2017/2018

No	Class	Students' Score		Number of Student
		<71	71	
1	VIII A	20	8	28
2	VIII B	18	9	27
3	VIII C	18	10	28
4	VIII D	19	9	28
Total Number of Students		75	37	111
Percentage		67%	33%	100%

Source: The data from English teacher of SMP Negeri 1 Limau in academic year 2017/2018

From data above, many students got bad score because their score was under the standard score. Standard score or the criteria of minimum mastery (KKM) score of English subject at that school is 71.⁸ There are 126 students in all classes. From the table, there are 85 students (67%) got score under 71 and 41 students (33%) got score more than 71. It indicates that most student still face difficulties in their study of English in mastering writing, especially in writing descriptive text.

Based on the interview with the students, the researcher also found some factors of students' problems in learning English especially writing descriptive text. Some students think that writing something in English is the most difficult one and they got the difficulties in gathering idea when they are going to write.

⁸ Ms. Juni Ariyani,, *Interview an English Teacher*, SMP 1 Limau , January 10th, 2018

And also they had difficulties when they construct their sentences into paragraph, and it makes them lazy to do the assignment.⁹

Based on the data of preliminary research, the researcher found the cause of the problem such as the students writing descriptive text is low because they lack of vocabulary mastery. In the other word they got difficulties in arrange the sentences when they are going to write. In the other word, the students' have difficulties to organize their idea into a sentences. Therefore, to overcome this problem the researcher will use peer editing technique to help students' problem in writing descriptive text. Thus, the peer editing technique is expected to motivate between a single students with other student to be able to revise task each other assigned by the teacher. In this peer editing the students also get into pairs or small groups and give each other feedback on a draft of an essay.

Based on previous research by Ayuningtyas from Bengkulu University in the thesis at the eighth grade of SMP N 3 Bengkulu on 2014 by Using Peer editing technique could improve students' writing skill showed that teaching writing through peer editing technique could improve students' writing skill.¹⁰ Peer editing technique could improve the students' interaction, participation, and attention in writing class.

Besides, Peer Editing was used in teaching writing in SMP Swa Dharma Denpasar by Ni Wayan Rahayu Asih from Mahasaraswati Denpasar University in the academic year 2013/2014 also applying peer editing technique in the thesis in students' writing descriptive text at Eight Grade of that the subjects under study

⁹ Vela, *Interview to the Student*, SMP 1 Limau, January 10th, 2017

¹⁰ Ayuningtyas, Dita, *Using Peer Editing Technique to Improve Students' Writing Skill at Grade VIII1 of SMP N 3 Kota Bengkulu, 2014*, (Accessed on January 27th, 2018)

have progressed significantly and have been categorized as getting a good achievement.¹¹ It can concluded, this technique could be significantly improved the students' in writing ability.

Based on the explanations, there are difference between the previous research and present research. The first previous research has been done in SMP 3 Bengkulu by used peer editing technique. The second research has been done in SMP Swa Dharma Denpasar the technique could be significantly improved the students' in writing ability. And the present research was conducted in SMP Negeri 1 Limau by used peer editing technique to increase their critical thinking and improve their writing ability.

Based on the reasons above, the researcher proposes the peer editing as an alternative in teaching and learning that can be use in teaching writing. The researcher was conducted a research entitled: The Influence of Using Peer Editing Technique toward Students' Writing Ability in Descriptive Text at the Eighth Grade of SMP Negeri 1 Limau Tanggamus in the Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. The students have difficulties to organize their ideas within their minds in a sentence.

¹¹Asih, Ni Wayan Rahayu, *Teaching Descriptive Paragraph Writing By Using Peer Editing to the Eighth Grade Students of SMP Swa Dharma In Academic Year 2013 -2014*, Denpasar, (Accessed on January 27th, 2018)

2. The teacher does not use appropriate technique in teaching and learning process.
3. The students lack of vocabulary mastery.
4. The students are lazy to do the assignment by their teacher

C. Limitation of Problem

Based on the background of the problems, the researcher focuses of using peer editing technique and students' writing ability in descriptive text at the eighth grade of SMP Negeri 1 Limau Tanggamus in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulates the problem as follows:

Is there a significant influence of using peer editing technique towards students' writing ability in descriptive text at the eighth grade of SMP Negeri 1 Limau Tanggamus in the academic year of 2018/2019?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is:

To know whether there is significant influence of Peer Editing towards Students' Descriptive Text on Writing Ability at the eighth grade of SMP Negeri 1 Limau Tanggamus in the Academic year of 2018/2019.

F. Significance of the Research

The researcher expects that there are some uses of the research as follows:

1. Theoretically, the research can enrich or add theories about the students' ability in writing by using peer editing. It also will give references for other researchers who will conduct the same object with different perspective.
2. Practically, the result of the research will become new information for the teacher and the students', they are as follows:

- a. For the teacher

The teacher will get valuable information about an alternative technique to be used to improve students' writing ability, especially with the use of peer editing technique.

- b. For the student

By using peer editing technique, the students will know their strengths and weaknesses in writing, and will encourage them to improve their writing ability.

G. Scope of the Research

The scope of the research was as follows:

1. Subject of the Research

The subject of the research was the students of the eighth grade of SMP Negeri 1 Limau Tanggamus in academic year of 2018/2019.

2. Object of the Research

The objects of the research were the use peer editing technique and students' writing ability.

3. Place of the Research

The research was conducted at SMP Negeri 1 Limau Tanggamus.

4. Time of the Research

The research was conducted at the first semester in academic year of 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

In Indonesia English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.¹ It means that English is one of language to communicate not only taught in school but also in social life of human being.

English is learned by the people because English is not their mother tongue or native language. In teaching English or other language, actually teacher has taught the four skills of English they are listening, speaking, reading, and writing. In the other word, in teaching English as a foreign language and teaching English as a second language are not different. Krashen states, that the way to teach English as a second language is not necessary different from the way to teach English as a foreign language”.²

English as an international language in Indonesia, is taught among others at schools. Most of international activities use English as main tool in communication. For most Indonesians, English tends to be very difficult because the Indonesia language has no tenses that are similar to the tenses of English.³

Based on the theories above it can be concluded that, teaching English as foreign language is a process in teaching and learning English in the countries where English is not a primary language. Besides, in Indonesia English is an

¹ Broughton Geoffrery. Et.al, *Teaching English as a Foreign Language* (2nd edition), First Published 1987 New York, P.7

² Ag. Bambang Setyadi, *Teaching English as a Foreign Language*, Yogyakarta, Graha Ilmu, 2006. P.21

³ *Ibid*, p.24

international language. It means that, English as main tool in communication in most international activities.

B. Concept of Writing

Writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. The sequences may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.⁴ It means that writing is some sentences that must be coherent whole. Besides that writing is activity write with develop ideas in writing form.

Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.⁵ It means that writing is activity to arrange a good sentence based on a pattern. Besides that, writing is a skill in helping to communicate and to convey message between the writer and reader via text.

Writing is the skill that is used to express the feeling, ideas, and also opinions on written form. Most people in the world used writing to communicate in their daily activity. In this modern era, people use writing to communicate by using modern technology, for example, e-mail, short text message in handphone, and chatting in social media. Besides that, it is supported by Harmer, who state that writing is used for a wide variety of purpose , it is produced in many different forms.⁶

⁴Donn Byrene, *Teaching Writing Skill*, First Published, New York, Longman, 1988, p.1

⁵M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise publishers & Distributors, 2008), p.124

⁶Jeremy Hamer, *How to Teach Writing*, (England, Longman, 2004), p.4

Based on the definition about writing above it can be concluded that, writing is an activity to express their feeling, ideas, and opinion in written form. Furthermore writing is a skill which must be taught and practiced. It means that writing should be mastered by the students.

C. Concept of Writing Ability

Writing also described as difficult skill because there are some of aspects that include in written work as Raimes who said, “writing is also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.”⁷ It indicates that to produce good written work, the students should pay attention in their writing ability.

Heaton explains that, writing covers a number of knowledge and skills. They are as follows: (a) Language use: the ability to write correct and appropriate sentences; (b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g punctuations and spelling; (c) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information; (d) Stylistic skills: the ability to manipulate sentences and paragraphs and use the language effectively; (e) Judgments skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.⁸

⁷Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

⁸J.B. Heaton, *Writing English Language Test*, (Cambridge: Cambridge University Press, 1975), p.135

Tribble says that, there are five major categories for the evaluation of a piece of written work, namely: Task Fulfillment/Content 0-20, Organization 0-20, Vocabulary 0-20, Language 0-30, and Mechanics 0-10.⁹

Based on the statement above, the researcher concludes that writing ability is the ability to express their idea from the writer based on their own word and use knowledge of structure and vocabulary to express their idea in written form. Which consist of aspect of writing such as content, organization, vocabulary, language, and mechanic.

D. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follow:

a. Process and Product

In the teaching of writing we can either focus product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product. As we shall see bellow, a consideration of written genre has a lot in common with a product approach to writing, i.e an approach with values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself).

b. Genre

A lot within a discourse community in very genre bound. In other words, the writers construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what writing we do to help students learn language or to do test them on that language.

⁹ C. Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130

c. Creative Writing

A term creative writing suggest imaginative task, such as writing poetry, stories, and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of achievement and that “most people feel pride in their work and want it to be read”. This sense achievement is significantly more marked for creative writing than for others more standard written products.

d. Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantages of the presence of others to make writing cooperative activity, will great benefit to all those involved. In one example of such an approach, group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students.

e. Building the writing habit

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three Don't sentences for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggest, or describing the film scene a piece of music makes them feel or write stories that the music “tells them to write”.

f. Writing for learning and writing for writing

Writing for learning is the kind of writing we do to help students learn language or to test them on that language. The same is true when we get them to write (say for test) four sentences about what they wish about the present and the past. When we ask students to design a good magazine advertisement, however we can do this so that they may become good at writing advertisement. When we get them to write narrative, it is their ability to write story that counts, not just their use of the past tense¹⁰

Based on explanation above, it can be conclude that approaches in teaching writing have six stages. The approaches in teaching writing are Process, Product, and Genre, creative writing, writing as cooperative activity, building the writing habit, and writing for learning and writing for writing. Approaches in teaching writing are very important to the students, because the students will get knowledge and creativity from the approaches.

E. Components of Writing

In writing activity, the writers are successful if their writing contains some components of writing. There are five components which have to fulfill. The components are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use of word/ idiom).

¹⁰ Jeremy Hermer, *The Practice of English Language Teaching* (4th edition), (Cambridge: Pearson Education Limited, 2007), p.325-330

- d. Language (the ability to write in appropriate).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).¹¹

Based of statement above, writing has five components: Content, Organization, Vocabulary, Language, and Mechanic. They are components to be intended by the writer to get good writing.

F. Concept of Teaching Writing

In teaching writing, the teacher must balance on the product or on the process itself. Brown stated that the current emphasis on process writing must of course be seen in the perspective of a balance between process and product. Process approaches do most of the following:

1. Focus on the process of writing that leads to the final written product;
2. Help student to understand their own composing process;
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
4. Give students time to write and rewrite;
5. Place central importance on the process of revision;
6. Let students discover what they want to say as they write;
7. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
8. Encourage feedback from both the instructor and peers;

¹¹Christoper Terrible, *Op.Cit*, p. 130

9. Include individual conferences between teacher and student during the process of composition.¹²

Based on the explanation above, it can be concluded that teaching writing is a process in teaching writing that produce a good written with the some approach. It means that, to make a written product that must be balance between the process in writing and product of writing itself.

G. Concept of Writing Process

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports, or novels), and the medium it is written in (pen, and paper, computer word files, live chat, etc.)¹³

Harmer states that there are some processes of writing, they are:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

¹² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), (California: Pearson ESL, 2000), p.336

¹³ Jeremy Harmer, *Op., Cit*, p.4

3. Editing (reflecting and revising)

Once writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁴

Based on the explanation, it can be concluded that writing is an activity that has several steps, because in having a good writing there are some processes that are called a writing process. The writing process is planning, drafting, editing, and final version.

H. How to Test Writing

In teaching writing there are several how to test writing for to the students. There are three designing assessment task for writing skill, they are as follows:¹⁵

1. Imitative Writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

a) Task in (Hand) writing letters, words, and punctuation.

¹⁴ Jeremy Harmer, *Op., Cit*, p. 4-5

¹⁵ Athur Hughes, *Testing for Language Teachers*, (2nd Editon), (Cambridge: University Prrss,2003), p.83-85

- 1). Copying

- 2). Listening cloze selection task

- 3). Picture-cued task

- 4). Form completion task

- 5). Converting numbers and abbreviation to words

- b) Spelling task and detecting phoneme-grapheme correspondences

- 1). Spelling test

- 2). Picture cued-task

- 3). Multiple choices techniques

- 4). Matching phonetics symbols

2. Intensive (Controlled) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker ability to combine or use words correctly. No new information is passed on from one person to the other.

- a. Dictation and Dicto-Comp

- b. Grammatical transformation tasks

- c. Picture cued tasks

- 1). Short sentences
- 2). Picture description
- 3). Picture sequence description
- d. Vocabulary assessment tasks
- e. Ordering tasks
- f. Short answer and Sentence completion tasks

3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- a. Paraphrasing
- b. Guided question and answer
- c. Paragraph construction tasks
 - 1). Topic sentence writing
 - 2). Topics development within a paragraph
 - 3). Development of main and supporting ideas across paragraphs.
- d. Strategic options
 - 1). Attending to task
 - 2). Attending to genre

From the explanation above, teaching writing skills as well as important skill other skill because when students find the new words, they often think and write it for their language. From studying about writing, the students will know how they use their punctuation, grammar, vocabulary, spelling, and all that include in

writing. In this research the researcher use peer editing technique for teaching learning descriptive text. Based on the explanation the researcher use designing assessment by responsive and extensive because the instrument in the task the researcher ask to the students to write a paragraph of descriptive text that include in paragraph construction task.

I. What to Test Writing

In writing activity, the writers are successful if their writing contains some components of writing. There are five components which have to fulfill. The components are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
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4. Language (the ability to write in appropriate).
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).¹⁶

Based of statement above, writing has five components: Content, Organization, Vocabulary, Language, and Mechanic. They are components to be intended by the writer to get good writing.

J. Concept of Text

A text is a meaningful linguistic unit in a contexts, it is both a spoken text and a written text.¹⁷ A spoken text is any meaning spoken text. It can be a word or a

¹⁶ Christoper Tribble, *Op.Cit*

¹⁷ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.1

phrase or a sentence or a discourse. It means branch of meaningful linguistics which studies to any meaningful spoken or written as called as text.

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono says that there are 9 kinds of text that must be taught by students:

a. Descriptive text

Descriptive is the type of text that describes an object.

b. Recount text

Recount text is the type of text about information in the past event

c. Narrative text

Narrative text is the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

d. Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

e. Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

f. Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

g. Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

h. Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

i. News item

News item is the type of text about events of the day which are considered newsworthy or important.¹⁸

From the explanation above, it can be concluded that text is branch of linguistic which studies to any meaningful spoken or written. It means that it can be a sentences or paragraph to give some information about something to someone or to another.

K. Concept of Descriptive Text

Descriptive is type of written text, which has specific function to give description about an object (human or non human). Descriptive text is clarifying one person/ thing/ place with special manner. Zemach and Rumisek add that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.¹⁹

Oshima and Hogue stated that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It means that descriptive writing is depends on colorful language to bring a

¹⁸ Pardiyo, *Aku Pasti Bisa: the Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), pp.27-38

¹⁹ Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

subject to life.²⁰ By describing one person, place, or thing with detail, the writer can create a descriptive scene in the reader's mind. And also describes it using specific information.

Generic structure is general form of genre. Each of genres has its own generic structure. Gerot and Wignell in Mursyid say that the generic structures of descriptive text are identification and description:

1. Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

2. Description

The function of description is to describe part, qualities, and characteristics. In this part, the writers explain about the subject in detail. It uses to support the identification.²¹

From the explanation above, it can be concluded that descriptive text is a written English text in which describing one person, place, or thing with detail. Besides that, descriptive text tells something explains how someone or something looks or feels with using the general information and specific information. It means that descriptive is a paragraph arrangement that consist of generic structure that can make a good written and good arrangement.

²⁰ Oshima, A., and Hogue, A., *Introduction to Academic Writing (3rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

²¹<http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>

The example of descriptive text:

Identification

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place.

Description

When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast moving, pouring over the edge of the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!.

L. Concept of Descriptive Text Writing Ability

Descriptive text is a text that gives information about particular person, place, or thing. Gerot, et al in Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or others.²² The students must be creative to make a good description about particular thing, animal, people. They also have to understand about points that includes in descriptive text writing.

In writing descriptive text, the students express the idea or topic of the text by focuses on the generic structure of descriptive text that explained before. And in

²² *Ibid*

the end of process to produce good written work about descriptive text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanic).

Based on the explanation above, the researcher concludes that descriptive text writing ability means an ability to produce a text, which describes briefly a certain kind of objects such as a person, a place, a thing, or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

M. Concept of Peer Editing Technique

1. Definition of Peer Editing Technique

Peer editing is one of techniques in teaching writing. It is very important in writing process. Peer editing helps teach students how to identify the features of good or poor writing in the work of others, thus developing critical evaluation skills that they can apply to their own writing.²³ Thus, peer editing can improve their writing ability. It also helps the students to enhance their critical thinking.

Writing is a process of starting out with an idea, writing it down on paper, and then revising, editing, and correcting the written work to make it clearer and more understandable. Peer editing, as a drafting process, focuses on what is to write, and how to write in a way to render the output comprehensible. It also draws attention to content, layout and surface errors, which are deemed impediments to

²³ Elizabeth K Barkley., K Patricia Cross., Claire H M, *Collaborative Learning Technique*, (New York: Jossey Bass, 2005), p.251

the student's progress in this area.²⁴ A key component of the writing process is the peer editing. In this process students read each other's papers and provide feedback to each other. Peer editing engaged students in a series of cognitive processes, such as reflection, analysis, and reviewing.²⁵ Peer editing very important for students, because response for student writing can come from various readers, including classmates, others peers, and teachers to get a good writing.

Based on the theory above, it can be concluded that peer editing is one of technique in teaching writing that helps the students to improve their writing and develop their critical thinking in writing. Peer editing technique will make the students become more sensitive to problem in their writing and more confident in correcting by each others. They also feel comfort to share their argument because this technique is applied in pairs or groups.

2. Procedure of Peer Editing Technique

According to Elizabeth, she divided the procedure of Peer Editing technique into six steps. There are some certain steps as follow:

1. Student works in pairs, taking turns describing ideas for the paper that each individually intends to write.
2. Each student conducting their duty for the individual paper, keeping an eye open for material that might prove useful to the partner.

²⁴Khalid I. Al-Nafiesh, *Collaborative Writing and Peer Editing in EFL Writing Classes*, Jurnal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 2013, Vol.4 No.2, p.239

²⁵Nubia Mercedes Díaz Galvis, *Peer editing: a strategic source in EFL students' writing*, Externado Nacional Camilo Torres Bogotá, Colombia, Colombian Applied Linguistics Journal, Vol. 12, p. 87-88

3. Students write their papers individually.
4. Within each pair, students exchange paper drafts for peer editing.
5. Each author revises his or her paper, taking the peer editing into consideration.
6. Authors attach the peer review from to the final draft and submit it to the professor for evaluation.²⁶

In this study, the researcher defines peer editing as a teaching and learning activity, where the researcher will group the students that consist of two person and each member of the students will be assigned to write descriptive paragraph such as Identification, description and conclusion. The next step is giving the students some topics about descriptive paragraph, the students should decide which topic that will be used. After deciding the topic they like most, the students can make their own paragraph. He or she can imagine how someone or something looks or feels. After finish their paragraph and they exchange their work with their pair and starting to edit or reviewing their pair work.

Before starting the process of peer editing, students should have written a first draft on a certain topic and before submitting it to the teacher they undertake peer editing. According to Liu and Hansen, there are some certain steps should follow:

Step 1. Pre-Training Stage

This step includes clarifying objectives and creating awareness for students about peer editing before doing it. This activity involves explaining, giving examples, demonstrating and especially modeling on how to peer edit. In general,

²⁶ Elizabeth K Barkley., K Patricia Cross., Claire H M, *Op Cit*, p.251-252

students must be prepared about the peer editing checklist as a guide for the students

Step 2. While Peer Editing Stage

In this step, teacher's and students' roles are important. For the teacher should adjust the role at this step as supporter and language resource if necessary while monitoring group/ pair work. Students' role has to be guided, observed and supported and participation in groups such as asking for help, explaining, exchanging ideas and consulting to fulfill the task have to be observed. The teacher's moving around, observing and providing support both in terms of language and how to peer edit leads to more helpful feedback (for/from) students. In general, the students are making suggestions. It means that the students giving the author some specific ideas about how to make his or her writing better. The students focus on aspects of content, organization of ideas, grammar, vocabulary, punctuation, and spelling and point out the strengths and weaknesses in the development of the topic.

Step 3. Post Peer Editing Stage

In this step, the peer editing process is making corrections. The corrections means checking peer's paper such as paragraph development (organization), spelling, punctuation, and grammar. In addition, students list all of peer comments on a piece of paper, and then indicate whether the students will revise their writing based on each comment or not. It causes more need to ask for clarification and explain among reader and writer. So, after peer editing, a discussion among

students and teacher should help improve the quality of students' feedback, which will make peer editing more useful to all students.²⁷

3. Advantages of Peer Editing Technique

Mary Meinecke mentions some of advantages of peer editing technique, they are:

The editors:

1. Develop tools for the evaluation of written work
2. Learn critical thinking skills
3. Learn to recognize errors such as misspelled words, grammar errors (e.g. subject-verb agreement), etc.
4. Learn to correct errors and identify problems in their peers' writing as well as to transfer these skills to their own writing.
5. Learn how to evaluate both the form and the content of the writing, thus giving the students a much more developed sense of the writing process, and a better awareness of spelling and punctuation rules, etc. This, in turn, helps the students understand how they, themselves, will be evaluated later on by the teacher.
6. Are made more sensitive to the grading process.
7. Can use their peers' work as a source of ideas and vocabulary.

The writers:

1. Receive feedback on the form and content of their work
2. Are given an opportunity to correct grammar, spelling, and punctuation mistakes, clarify unclear language and improve their writing.
3. Get ideas and suggestions for content.

²⁷ Oshima, A., and Hogue, A., *Loc.Cit*, p.78

4. Are made aware that other students have similar writing problems (Hafernik 1983).
5. Are made more sensitive to the grading process.
6. Can use their peers' revisions as a source of ideas and vocabulary.
7. Are helped with their language acquisition and development.
8. Learn to deal with and accept constructive criticism and suggestions.²⁸

Based on some explanations above about the advantages of peer review on writing descriptive text, the researcher concludes that by peer editing, students can get many opportunities as an authors or an editors to work in community.

4. Disadvantages of Peer Editing Technique

Durako describes the disadvantages of using peer editing technique, they are:

1. Peer Editing is not a core skill, it is difficult enough finding time to teach writing and simple editing skills.
2. It takes time to introduce a peer editing assignment, both the professor's time and the student's time. The professor must budget time for creating the peer editing exercise, preparing the instruction, explaining the assignment and reviewing the result of the peer edits.
3. It take training, it should introduces a new skill that requires training to be effective. Students need to be taught how to review their peer's writing.
4. The first- year program is too soon, its mean that the students complain that they do not know enough about legal writing to be capable peer editors.
5. Some students do not benefit from peer editing, outliers- those at opposite tails of the normal curve- often benefit least from teaching techniques such

²⁸ Mary Meinecke, *Use of Peer Revision and Peer Editing in ESL/ EFL Writing*, Vol. 27, No.1, (University of Monterrey, 2003)

as peer editing. The strongest students find there is little for them to gain from editing poor writers' work.²⁹

It can be said that, peer editing is consuming time technique in the class, and difficult enough finding time to teach writing and simple editing skills. Its take time to introduce a peer editing assignment and also some students do not benefit from peer editing technique.

N. Concept of Self-Correction Technique

1. Definition Self-Correction Technique

Self-correction is when learners correct their own mistakes.³⁰ Khaki and Bria said that, self- correction technique is they know the correct form or may have it as an alternative in mind. What is missing is fine-tuning, confirmation of the correct alternative, and routine access to it, which is achieved through self-correction.³¹ They also say that self-correction is autonomous study. It means that self-correction is used by students to correct their own work. The students evaluate their mistake and correct it by themselves.

According to Lamy and Hansel Self-correction is when they consider their ideas with consciousness of grammatical accuracy and text organization.³² In this case the students will correct their writing by themselves, which focus on grammatical accuracy and text organization. It also encourages students to take

²⁹ Jo Anne Durako, *Perspectives: Teaching Legal Research and Writing*, Southern Illinois University School of law and the University of Missouri- Kansas City Schools of Law willco-host the first "Central Region LRW/ Lawyering Skills Conference, September, 1999), Vol.7, p.1-2

³⁰ Marry Sprat., Alan Pulverness., Melanie Williams, *The TKT Teaching Knowledge Course*, (New York: Cambridge University Press, 2005), p.153

³¹ Xiao Dan and Qiu Feng, *Effects of Self- and Peer-Editing on Iranian TEFL Postgraduate Students' L2 Writing*, (US-China Foreign Language, Volume 3 (1), 2016), p.157 available on www.jallr.com (Accessed on April 27th, 2018)

³² Lamy & Hampel, *Online communication in language learning and teaching*. Hampshire, UK: Palgrave Macmillan, 2007, p.1

increased responsibility for their own progress by reflecting upon their strengths and difficulties in writing.

According to Ho, “types of code symbols (error codes) led to more successful error correction”.³³ Error codes included some symbols and alphabet letters that were representatives of the error types the learners would have in their pieces of writing. The error types and responding symbols were the follows:³⁴

Table 2
Correction Codes

Code	Use	Example
WW	Wrong Word	As our plane flew <u>on</u> the mountains we saw snow
WT	Wrong time	As our plane flew over the mountains we <u>see</u> snow
WF	Wrong Form	As our plane flew over the mountains we <u>was seeing</u> snow
WO	Wrong Order	As our plane over the mountains <u>flew</u> we saw snow
SP	Spelling	As our plane <u>flue</u> over the mountains we saw snow
P	Punctuation	As our plane flew over the mountains; we saw snow
X	Extra Word	As our plane flew over <u>to</u> the mountains we saw snow
M	Missing word	As our plane flew over the mountains - saw snow
R	Register	As our plane flew over the mountains we <u>observed</u> snow
?	Not clear	As our plane flew over the mountains we <u>see</u> snow.
!	Silly Mistake	As our plane flew over the mountains we <u>seed</u> snow
RW	Try re-writing	<u>Our vehicles flies, we snow find, over mountains you saw it.</u>

Based on the theories above, it can be concluded that, self correction technique is a process that the learners evaluate their writing and correcting their writing by

³³ Belinda Ho, *Using Error Codes to Help Error Correction*, (Perspectives: Working Papers in English and Communication, Volume 6 (1), 2004), p.38 available on www.city.edu.hk (Accessed on April 27th, 2018)

³⁴ Dr. Abdollah Baradaran and Mohammad Reza Alwi, *The Effect of Self-Correction on Extroverted and Introverted Intermediate EFL Learners' Writing Improvements*, (International Journal of Language Learning and Applied Linguistic World, Volume 9 (2), 2015), p.29 available on www.ijllaw.org (Accessed on April 27th, 2018)

themselves. It means that, the most effective type is self-correction since it leads to greater grammatical accuracy and also self-correction technique can enhance their writing ability.

2. Procedure of Self-Correction Technique in Writing Descriptive Text

Iseni says that there are some procedures of teaching descriptive writing through self-correction as follows:

1. The teacher mentions correction symbol to help students in correcting their mistakes.
2. The teacher explains about correction symbol to the students, till become natural to their work.
3. Students use list of symbol to work individually.
4. The students may identify themselves some mistakes.
5. The students may need to conclude to the teacher.³⁵

3. The Advantages of Self-Correction Technique

According to Rana and Perveen, “self-correction is believed to instill in the learner feelings of self-sufficiency and provide them with the opportunity to take a more active role in their own learning and also helps weak students away from dependency on the teacher for correction”.³⁶ Besides that students also enjoy and work seriously in correcting their own written work.³⁷

³⁵ Arburim Iseni, *Assessment, Testing, and Correcting Students' Errors and Mistakes*, (Journal of the Association for Anglo-American Studies, Volume 1 (3), 2011), p.66 available on www.researchgate.net (Accessed on April 27th, 2018)

³⁶ Abdul Majid Khan Rana and Uzma Perveen, *Motivating Students Through Self Correction*, (Journal of Educational Research International, Volume 2 (2), 2013), p.194 available on www.erint.savap.org.pk (Accessed on February 14th, 2017)

³⁷ *Ibid*, p.67

Based on the explanation, self-correction has some advantages in teaching writing. By using self-correction, the students will be autonomous students to find their own mistakes so they will be enjoy and serious to do it.

4. Disadvantages of Self-Correction Technique

According to Iseni, disadvantages of self-correction are:

1. It is difficult to be applied.
2. Teachers do not accept the procedure of self-correction.³⁸

Among the disadvantages of self-correction, the following may be mentioned:

1. Students may not be able to self-correct and consequently become demotivated.
2. Students may feel under preassure or embrassed.
3. Students may correct was already correct and do more harm than good
4. It is potentially more time consuming.

Based on the explanation, self-correction has some disadvantages in teaching writing. By using self-correction it will be difficult to apply because the students may have some confuse to correct their own work, the technique potentially more time consuming. And then, teachers do not accept the procedure because, it only did by the students.

O. Frame of Thinking

Writing skill is one skill that must be mastered by the students when they study English. Besides that, writing skill is the one of tools communication process that can improve the idea and develop their thinking about their experience and their knowledge. Writing must to be mastered by the students,

³⁸*Ibid*

although it is more difficult rather than the other skills especially descriptive text. Descriptive text is a text that gives information about particular person, place, or thing. In other hand descriptive text simply describes about person. If the writer wants to write a descriptive text, they only need to go to the object and take a note by using five senses. In writing descriptive text, the writer must concern on the generic structure in order to make a good text

In teaching writing skill, the teacher needs valuable technique so that students can learn the material easily. Peer Editing Technique can give advantages in teaching writing, it cause this technique help the teacher to teach writing skill. The steps of Peer Editing technique help them how to identify the features of good and poor writing in the work of others, developing critical evaluations skills that they can apply to their own. It also provided students authors with constructive criticism so that they can improve their papers. Thus, this technique can help the students to overcome their problem in their writing skill.

The process of teaching using Peer Editing have some steps, the first the teacher give some topic to the students. After that, the teacher guide the students in a pairs discuss their topic and write the descriptive text. And the last step is the teacher asked the students to exchange their task to the other pair to edit.

P. Hypothesis

Based on the theories and explanation above, the researcher makes the hypothesis as follows:

Ha : There is a significant influence of using peer editing technique towards students' descriptive text in writing ability.

Ho : There is no significant influence of using peer editing technique towards Students' descriptive text in writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the form of experimental design. Creswell defines experimental design to control all variables that influence the outcome except for the independent variable. Then, when the independent variable influences the dependent variable, we can say the independent variable “caused” or “probably caused” the dependent variable.¹

In the research applied quasi-experimental design to know whether there is or not a significant influence of using peer editing technique toward students’ writing ability in descriptive text. The researcher selected two classes, they are experimental class and control class. The experimental class was employed by peer editing technique and the control class by using self-correction technique. Each class received the same pre-test and post-test.

In this research, the students in the control class got the treatments (O) using self-correction technique, and the students in experimental class got the treatments (X) using peer editing technique. The design is illustrated as follows:

$$\begin{array}{rcccl} \mathbf{G1} & = & \mathbf{T1} & \mathbf{X} & \mathbf{T2} \\ \mathbf{G2} & = & \mathbf{T1} & \mathbf{O} & \mathbf{T2} \end{array}$$

Notes:

G1 = Group one (Experimental Class)

G2 = Group two (Control Class)

T1 = Pre-test

T2 = Post-test

¹John W. Creswell, *Educational Research : planning, conducting, and evaluating quantitative and qualitative research*(4th Edition), (New York: Pearson, 2012), p.295

X = Treatments using peer editing technique
 O = Treatments using self-correction technique

B. Variables of the Research

There are two types of variables: independent variables and dependent variable. The independent variable (X) is selected by writer to determine the relationship with the dependent variable (Y) is the focus of variable on central variable on which other variables will act if there is any relationship.

In this research there are two variables. They are:

1. The independent variable, that is peer editing technique (X)
2. The dependent variable, that is students' writing descriptive text ability (Y)

C. Operational Definition of Variable

The operational definitions of variable of this research all, as follows:

1. Peer editing technique is one of technique in teaching writing that can help the students to improve their writing and develop their critical thinking in writing. Peer editing is a process correcting by each others, where as they can change their form to correcting by others. They feel comfort to share their argument because this technique is applied in pairs or groups.
2. Students' descriptive writing ability is the students' ability to produce a text, which describes briefly a certain kind of objects such as a person, a place, a thing, or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Arikunto says, Population is all subject of the research.² Thus, the population in this research is all students at the first semester of the eighth grade at SMP N 1 Limau Tanggamus in the academic year of 2018/2019. It consists of 111 in four classes. It can be seen in the table 3.

Table 3
The Students of the Eighth Grade at SMPN 1 Limau Tanggamus in the Academic Year 2018/2019

No	Class	Gender		Total
		Male	Female	
1	VIII A	12	16	28
2	VIII B	11	16	27
3	VIII C	11	17	28
4	VIII D	10	18	28
The total number of students				111

Source: SMP N 1 Limau Tanggamus

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.³ One class is experimental class (VIII D) and the second one is control class (VIII C). It can be concluded that sample is the representation of population of research.

3. Sampling Technique

In this research applied cluster random sampling technique because the population is in groups. Cluster random sampling is similar to simple random

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 2006), p.130

³*Ibid*, p.142

sampling except that groups rather than individuals are randomly selects the sampling unit is a groups rather than an individual.⁴ The experimental and control class chosen randomly by using a small piece of paper. The name of each class will be written in a small piece of paper and then the papers rolled and shaken. The first paper as an experimental class and the second paper as a control class.

E. Research Procedure

The procedure of this research as follows:

1. Finding the population and sample

In the research to get the chose the students of eighth grade of SMP N 1 Limau Tanggamus as a subject of the research. There were two classes as the subjects of the research. One class was experimental class and another was control class.

2. Designing the instruments of the research

The instrument that was used in this research is writing test. The students got the same instrument for both classes in the several topics that was consulted.

3. Administrating of Pre-test

The pre-test was used to find out the students' initial ability. Here, students were assigned to write descriptive text consists of 100 words or more by choosing one of topics that was provided. The topics were:

- a. My Father
- b. My House
- c. A Bicycle

⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*(7th Ed),(New York: McGraw-Hill, 2009), p.95

4. Conducting Treatment

The treatment was done in three times after pre-test. Each of treatments was conducted twice a week. In this treatment, the researcher as the teacher taught the students by using peer editing technique. In this research the researcher was conduct three treatments, In the first treatment, the student got the explanation about descriptive text and gave the example how to describe someone, in this case the researcher gave an example the description of Muhammad Ali. At the second treatment, the students' was got the explanation about how to describe a place. Here, the researcher gave the explanation about the description of library. The third, the researcher taught the students about how to describe an animal. At the end of the class, the students had to write a descriptive text.

5. Administrating the Post-test

Post-test was administered to measure whether there is an improvement of students' descriptive text writing ability. The students were assigned to make a descriptive text that consist of 100 words or more based on the topic by choosing that was provide. The topics were:

- a. My Teacher
- b. My Classroom
- c. A Car

6. Analyzing the result of post-test

After finishing the scoring students' work, the researcher compared the result of the pre-test and post-test to see whether the score of the post-test is higher than the score in the pre-test.

F. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In this research, teaching and learning process taught the writing descriptive text by using peer editing technique as a treatment in experimental class. The researcher does the treatment in three meetings, the researcher explained about the descriptive text after that the researcher asked the student to write the descriptive text. After that the researcher explained a little of bit peer editing technique.

In the second meeting, the researcher explained more about the peer editing technique and explains about how to use peer editing technique and asked the students make a descriptive text.

In the third meeting, after giving the explanation about descriptive text and peer editing technique, the researcher asked to the students to revise the draft of each other text from their own idea in a form. Finally, the result was collected to the researcher for evaluation.

2. Treatment for Control Class

In control class, the teacher taught the students by using self-correction technique as a treatment in control class. This technique is often used by the teacher when teaching descriptive text. In this technique, the teacher explained about descriptive and five aspect of writing in first meeting. In the second meeting after giving the explanation, the teacher explained more clearly about descriptive text and self-correction technique. In the last meeting, the teacher asks the students to make evaluate their writing and correcting their writing by themselves.

3. Data Collecting Technique

In this research, the researcher was used test to collect the data. The test was used to get the students' descriptive text writing ability achievement. The tests are given pre-test and post-test. In this research, the students are given pre-test to both classes before the treatment to know the students' achievement in descriptive text writing ability. Then the post-test gave to know their descriptive text writing ability after the treatment has been given to the students.

H. Research Instrument

The research instrument that used in this research is writing test. The researcher made two instruments, they are pre-test and post-test. Breland adds that an essay of a sample of writing approximately 150 words.⁵ While Munoz, *et. al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 words, one page, etc., and time allotment 30 minutes, 60 minutes.⁶, and then the students can describe it based on the topic that will be given.

From several definitions above, there are so many references for the length of words and time allocation. Then, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for time allocation. Then, the writer assumed that the eighth grade is in high level

⁵Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review* (New York: College Entrance Examination Board, 1983), p. 13.

⁶Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006, available on publicaciones.eafit.edu.co/viewfile.com accessed on Monday 8th, October 2018.

category. So, the minimum of words should be written by them is 100 words or more and 65 minutes for time allocation.

1. Pre-test Instrument

The table of specification of pre-test

No	The Topics of Descriptive Text
1	My Father
2	My House
3	A Bicycle

2. Post-test Instrument

The table of specification of the test for post-test

No	The Topics of Descriptive Text
1	My Teacher
2	My Classroom
3	A Car

I. Scoring scale for Evaluating Students' Writing Ability in Descriptive Text

The score of test are calculated based on the following scoring system proposed by Tribble.⁷

Table 4
Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

⁷Christopher Tribble, Op.Cit, p.130

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.

5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
e. Mechanics	
10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)
 O : Organization (20)
 V : Vocabulary (20)
 L : Language (30)
 M : Mechanics (10)

J. Validity, Reliability, and Readability of the Test

1. Validity of Test

A good test is the test that has validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measured.⁸ Test can be said valid if the instrument items test measure what is purposed should be measured. To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

a. Content Validity

Content Validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material

⁸*Ibid*, p.211

that gave is suitable with the curriculum used. It means that the researcher gave the test to the sample based on curriculum in the school.

b. Construct Validity

Construct validity focuses on kind of the test that uses to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.⁹In this research, the researcher was administer a writing test and technique of scoring the students' writing based on the five aspects of writing: they are content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and construct validity, the researcher consulted the instrument test to Ms. Juni Ariyanti, as an English teacher at the school.

2. Reliability of Test

A reliability test is consistent and dependable.¹⁰At the same page, Brown states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.¹¹To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability is used when scores on the test are independently estimated by two or more judges or raters. They are teacher and the

⁹Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

¹⁰H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

¹¹*Ibid*

researcher. To estimate the reliability of the test, the researcher used rank order correlation as follows:¹²

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

- p = The number of rank order correlation (Rho)
 6 & 1 = Constant number
 D = Difference of rank correlation (D = R₁ - R₂)
 N = Number of students

To know degree or level of the reliability of writing test, the researcher also used the criteria of reliability as follows:¹³

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low

After the writer calculated the data, the result reliability of the pre-test was 0.99 and the criteria of reliability were very high and the result reliability of the post-test was 0.99 and the criteria of reliability was very high.

3. Readability

Readability tests are indicators that used to measure how easy a document to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher will follow

¹²Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2012), p.232

¹³ Suharsimi Arikunto, *Op. Cit*, p.319

Kouame's research. The participants will evaluate the instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹⁴ The questions will be tested individually by giving the questionnaire for readability. After that, the researcher will measure the mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁵ Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

After the writer calculated the data, the mean of the items (instrument) of writing test was 2.28 (lower than 4.46), it means that the instrument was readable.

K. Data Analysis

1. Fulfillment of the assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to

¹⁴ Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p.133 available on journals.sfu.ca (Accessed on April 30th, 2018)

¹⁵ *Ibid*, p.134

get the accurate result, the researcher has to do some tests such as normality test and homogeneity test.

a. Normality Test

The normality test is used to know whether the data, in experimental class and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social science). The test normality employed are kolmogrov smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distribute

The criteria of acceptance or rejection of hypothesis for normality test are as follows:

Ho is accepted if $\text{sig} > 0.05$

Ha is accepted if $\text{sig} < 0.05$

b. Homogeneity Test

After the researcher gets the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

Ho is accepted if $\text{sig} > 0.05$

Ha is accepted if $\text{sig} < 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho : the variance of the data is homogeneous

Ha : the variance of the data is not homogeneous

2. Hypothetical test

After the researcher knows that the data were normal and homogeneous, the data were analyzed by using independent simple t-test in order to know the significance of the treatment effect.

The hypotheses are:

Ha : there is significant influence of using peer editing technique towards students' writing ability in descriptive text at the eighth grade of SMP N 1 Limau Tanggamus in the academic year of 2018/2019.

Ho : there is no significant influence of using peer editing technique towards students' writing ability in descriptive text at the eighth grade of SMP N 1 Limau Tanggamus in the academic year of 2018/2019.

While the criteria acceptance or rejection of hypotheses test are:

Ha is accepted if $t_{\text{observed}} > t_{\text{critical}}$

Ho is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$

CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research was conducted on November 9th until December 9th 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the Eighth grade of SMP Negeri 1 Limau.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test (it was given to the students out of the research sample).
5. Held pre-test in order to know the students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing peer editing as technique in teaching and learning descriptive text writing ability.
8. Held post-test in order to know the students' score in descriptive text writing ability after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

B. Data Description

The research conducted in five meetings. In SMP Negeri 1 Limau itself, English subject was taught twice a week. On Tuesday, November 13rd 2018 pre-test gave in experimental class and control class. Experimental class consists of 28 students and control class consists of 28 students. The last treatment was done on Tuesday, November 27th 2018. The different topic was given in each treatment. For the last meeting, the students in experimental class and control class were given the post-test on Thursday, November 29th 2018. All the students in experimental and control class followed the post-test.

1. Description of the Treatment for Experimental Class

In experimental class the students are taught about descriptive text by using peer editing as technique in teaching learning process. In this research, the researcher did the treatment in three meetings. The first meeting was conducted on Thursday, November 15th 2018. In this meeting the teacher explained about writing aspect and descriptive text included generic structure and grammatical feature of descriptive text. In this meeting, the students was given an example about Muhammad Ali. After the students understood about the descriptive text, the researcher introduced peer editing as a technique to teach writing especially in descriptive text. The students make a pairs and do task individually, and then they exchange the paper draft for peer editing.

The second treatment was conducted on Thursday, November 22nd 2018. In this meeting the teacher was given material about how to describe place. The researcher reviewed about descriptive text included generic structure and grammatical features of descriptive text. After that, the researcher gave an

example of library in the school and remind about Peer Editing. After that, the teacher asked them to make a descriptive text about a place.

The third meeting was conducted on Tuesday, November 27th 2018. The researcher gave the explanation about how to describe thing. In this case the researcher was given a new example about descriptive text. The researcher explained more detail, and explained about my hamster. After that, the students were asked to make a description about an animal.

2. Description of the Treatment for Control Class

As the same with experimental class, the students in control class taught about descriptive text by using self correction. In this research, the teacher did the treatment in three meetings. The first meeting was conducted on Thursday, November 15th 2018. In this meeting the teacher explained about how to describe person. The teacher introduced self correction as a technique to teach writing especially in descriptive text. The students were given correction symbol in correcting their mistakes, and then the students work individually and identify by themselves some mistakes.

The second treatment was conducted on Thursday, November 22th 2018. In this meeting the teacher gave material about how to describe place. The teacher reviewed about descriptive text included generic structure and grammatical features of descriptive text. After that, the researcher was given an example of library in the school and remind about self correction. After that, the teacher asked them to make a descriptive text about a place.

The third meeting was conducted on Tuesday, November 27th 2018. The teacher gave the explanation about how to describe a thing. In this case the teacher

was given a new example about descriptive text. The researcher explained more detail about the material and self correction as a technique. After that, the students were asked to make a description about a thing.

3. Gain Score

The got gain score from post-test score and pre-test score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that the post-test score was higher than pre-test score, a negative gain score indicates that the post-test score was less than pre-test score. This is detail score pre-test, post-test and gain in experimental class and control class. (see Appendix 14,15,16,17)

C. Result of Data Analysis

1. Result of the Pre-test in Control Class

The researcher conducted the pre-test in order to know the students' writing ability descriptive text before the treatment. The pre-test was administered on Tuesday, November 13rd 2018 at 10.00 a.m. The score in the control class can be seen in figure 2.

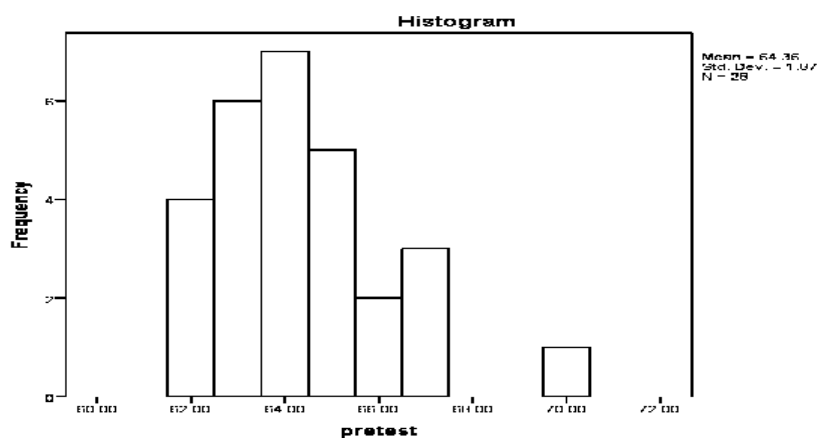


Figure 1
Result of the Pre-Test in Control Class

Based on the figure 1, the mean of pre-test in experimental class was 64.36, standard deviation on this figure was 1.87, N was 28, median was 64.00, variance was 3.497, minimum score was 62, and maximum score was 70. It showed students' descriptive text writing ability before they got treatments.

2. Result of Pre-test in Experimental Class

The pre-test was administered on Thursday, November 13th 2018 at 09.00 a.m. The pre-test was administered in order to know the students' descriptive text writing ability before the treatment given by using peer editing as technique. The score in the experimental class can be seen in figure 2.

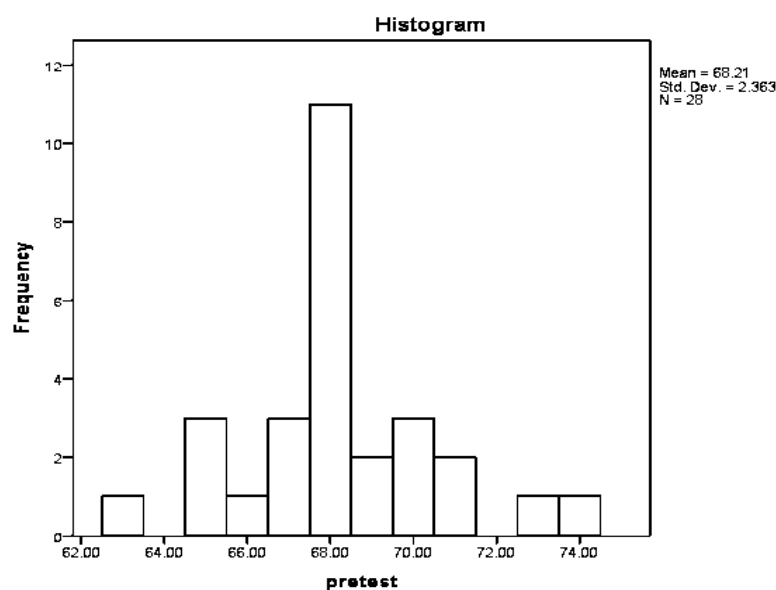


Figure 2

Result of the Pre-Test in Experimental Class

Based on the figure 2, the mean of pre-test in experimental class is 68.21, standard deviation on this figure was 2.363, N was 28, median was 68.00, variance was 5.582, minimum score was 63, and maximum score was 74. It showed students' descriptive text writing ability before they got treatments.

3. Result of Post-test in Experimental Class

The researcher gave post test in experimental class to know students' writing ability in descriptive text after the treatment. It was administered on Thursday, November 29th 2018 at 09.00 a.m. the score of post test in experimental class are presented in figure 3.

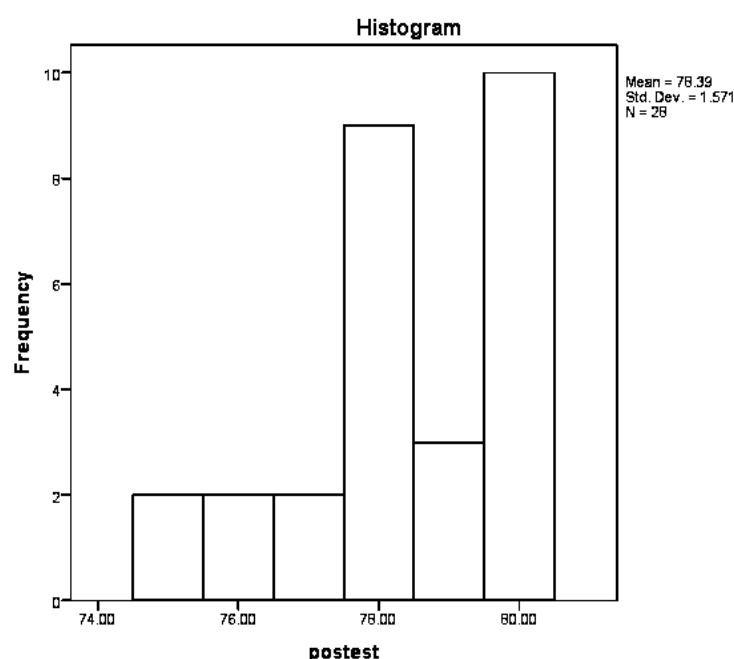


Figure 3
Result of the Post-Test in Experimental Class

Based on the figure 3, the mean of post test in experimental class was 78.39, standard deviation was 1.571, N was 28, median was 78.00, variance was 24.70, minimum score was 75 and maximum score was 80. It showed students' writing ability in descriptive text after they got treatments.

4. Result of the Post Test in Control Class

The researcher also gave post test in control class to know students' writing ability in descriptive text after the treatment. It was administered on

Thursday, November 29th 2018 at 07.30 a.m. the score of post test in control class are presented in figure 4.

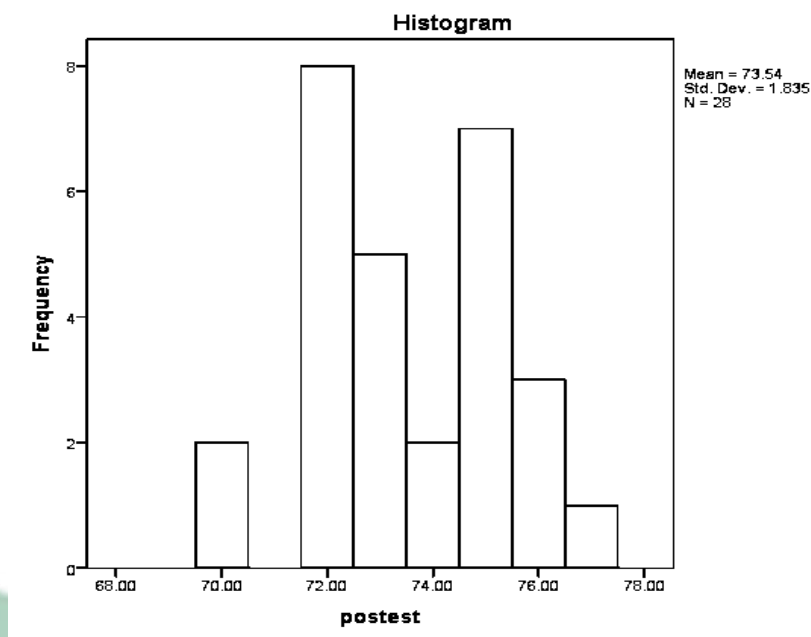


Figure 4
Result of the Post-Test in Control Class

Based on the figure 4, the mean of post test in experimental class was 73.54, standard deviation was 1.835, N was 28, median was 73.00, variance was 3.369, minimum score was 70 and maximum score was 77. It showed students' writing ability in descriptive text after they got treatments.

5. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not.

Hypothesis for normally test as follows:

H_o = the data have normal distribution.

H_a = the data do not have normal distribution .

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig}(P_{\text{value}}) > = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < = 0.05$

Table 5
The Result of Normality Test of Experimental and Control Class

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
gain_score	experimental class	.171	28	.034	.941	28	.115
	control class	.198	28	.006	.937	28	.094

a. Lilliefors Significance Correction

Based on the table above, it can be seen that Sig. $P_{(\text{value})}$ for experimental class was 0.115 and Sig. $P_{(\text{value})}$ for control class was 0.094 and $= 0.05$. it means that Sig. $P_{(\text{value})} >$ and H_0 is accepted. The conclusion is the data are in normal distribution. It is calculated based on the gain of the experimental and control class.

6. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogeneous or not. The researcher used Levene Test using SPSS.

Hypothesis for homogeneity test are formulated as follows:

H_0 = the variances of the data are homogeneous.

H_a = the variances of the data are not homogeneous.

While the criteria for homogeneity test as follows:

H_0 is accepted if $\text{sig}(P_{\text{value}}) > = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < = 0.05$

Table 6
The Result of Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances			
gain_score			
Levene Statistic	df1	df2	Sig.
2.289	1	54	.136

Based on the table above, it can be seen that $\text{Sig. (P}_{\text{value}}) = 0.136 > = 0.05$. It means that H_0 was accepted because $\text{Sig. (P}_{\text{value}}) = 0.136 > = 0.05$. The variances of the data are homogenous.

7. Result of Hypothetical Test

After the researcher knows that the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

H_a : there is significant influence of using peer editing technique towards students' writing ability in descriptive text at the eighth grade of SMP N 1 Limau Tanggamus in the academic year of 2018/2019.

H_0 : there is no significant influence of using peer editing technique towards students' writing ability in descriptive text at the eighth grade of SMP N 1 Limau Tanggamus in the academic year of 2018/2019.

While the criteria for acceptance and rejection of the hypotheses were:

H_0 is accepted if $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

Table 7
The Result of Hypothetical Test

t	Df	Sig.(2-tailed)
2.079	54	.042

Based on the results obtained in the table above, it is that the value of significant generated Sig. (P_{value}) = 0.042 < = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Peer Editing technique toward Students' Writing Ability in Descriptive Text at the Eighth Grade at SMP Negeri 1 Limau Tanggamus in the Academic Year of 2018/2019.

D. Discussion

Based on the result of the pre-test before Peer Editing as technique was implemented, the ability of students writing ability in descriptive text was lower. After Peer Editing as technique was implemented, students writing ability in descriptive text was better than before. After getting the treatments and post-test was conducted, it found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 64.35 and in the post-test was 73.53 while the mean of pre- test score of experimental class was 68.21 and in the post-test was 78.39. It means that the most improvement was in the experimental class.

In teaching learning process, the researcher used peer editing as technique during teaching writing in descriptive text. Peer editing as technique made students interested in writing lesson especially in writing descriptive text. It could

be seen from the score of students how the used of peer editing as technique gave positive effects for students writing ability in descriptive text. This finding indicated that using peer editing as technique was effective and supported by previous research done by Asih Ni Wayan Rahayu that also stated using peer editing as technique was good and effective.¹ It means that it has an important role in teaching learning process. It answered the problem of the research which “Is there any significant influence of using peer editing technique toward students’ writing ability in descriptive text of the eighth grade at SMP Negeri 1 Limau?”

Peer editing as means for language learning, effectively enhanced and improve the writing ability in descriptive text at eighth graders of SMP Negeri 1 Limau. The students writing ability in descriptive text was enhanced after the treatment when they were given opportunities to use peer editing as technique in the learning process. They wrote better descriptive text using more meaningful contents within a well-organized text in the post-test.

¹Asih, Ni Wayan Rahayu, *Teaching Descriptive Paragraph Writing By Using Peer Editing to the Eighth Grade Students of SMP Swa Dharma In Academic Year 2013 -2014*, Denpasar, (Accessed on January 27th, 2018)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the pos-test was given to measure the influence of using peer editing technique towards students' writing ability in descriptive text in both classes after treatments done. The mean score of post-test in experimental class 78.39 and the mean of post-test in control class was 73.54. It can be seen that the students' post-test in experimental class was higher than students in control class.

The result can be seen from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.042. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a accepted.

Based on the result of the data analysis, the researcher concluded that there is significant influence of using peer editing technique toward students' writing ability in descriptive text at the eighth grade at SMP Negeri 1 Limau Tanggamus in the academic year of 2018/2019.

B. Sugestion

Based on the research finding, the researcher tries to give some suggestion after finishing this researcher. The suggestion as follows:

1. For The English Teacher

- a. As the teacher, they have to understand what the students' need, especially in writing. They must also know their difficulties and the way to solve it.
- b. The teacher should give more chances to the students to be more active in class and to share their ideas.

- c. The teacher can apply Peer Editing as a technique in the teaching learning process as the alternative way to teach writing that is easier to understand by the students.
- d. The teacher must not be afraid to try the newest technique so that her/his students get new experience in learning English. There are many sources to gain good teaching technique.

2. For the Students

- a. Peer editing is the technique that can be used by the students in order to increase their critical thinking in descriptive text.
- b. The students should practice to write the text that they had learned with their friends.
- c. The students should understand that to produce a good written text, they must be through every step in writing including planning, drafting, editing, and publishing.

3. For the School

- a. It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' learning.
- b. It will be better if the school give extra time for English lesson to enhance the students' English. The material given and technique used should be different from the regular time.

4. For the Other Researcher

- a. It is recommended to be able to conduct research using the factors that influence learning English in the similar topics. Hopefully, with more

researches, the result will be more useful to improve the English learning process.

- b. Hopefully the result of this result of this research can be a references for other reseachers.





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Appendix 1

Students' Score of Writing at the Eight Grade SMP N 1 Limau Class: VIII A

No.	Nama	L/P	Nilai
1	ADZIRA DEVINA PUTRI	P	78
2	AHMAD LATIFUL MUBAROK	L	75
3	ARYA SAPUTRA	L	62
4	BAGUS SUPRIYADI	L	75
5	DEDI HIDAWAN	L	66
6	FIDHO YAU LANDA PRATAMA	L	74
7	FIRDA KHOIRUL UMAM	P	60
8	GURITNO	L	66
9	HERU	L	65
10	ILHAM ARSANI	L	63
11	IRVAN SAPUTRA	L	78
12	JONI SETIAWAN	L	77
13	KHARISMA TRI RAHAYU	P	76
14	KIRANA SOEKMA FITRIA H.	P	60
15	KOMARUDIN	L	63
16	MASROAH	P	73
17	MILA RIYANTI	P	65
18	MUHAMMAD HIYATULLOH	L	80
19	MURDIYANSYAH	P	64
20	NOVITA SAFITRI	P	67
21	NURMAH	P	69
22	NURMALA DEWI	P	62
23	RICO SUMANUNGKALIT	L	60
24	RISKA AFRILIA SARI	P	60
25	RUDI WARDOYO	L	61
26	SAHADAT	P	78
27	SELY YUNITA	P	78
28	SILVIANA MERIN	P	68

Students' Score of Writing at the Eight Grade SMP N 1 Limau

Class: VIII B

No.	Nama	L/P	Nilai
1	ADE MUHAMAD B.	L	67
2	ALDI SAPUTRA	L	75
3	ALIFAN SURYA D.	L	62
4	ALISA PUTRI	P	67
5	AULIA SALSABILA	P	65
6	DARMAWAN	L	77
7	DIAH PUTRI N.	P	66
8	DIANA NOVITRI	P	65
9	FITRA NOFITA	P	67
10	GUSTIARA SARI	P	78
11	HERI	L	65
12	INDRI PUSPITA DEWI	P	63
13	IRVAN ALWANIZAR	P	77
14	IVAN PRASONGKO	L	61
15	KARINDA SOPIYANTI	P	77
16	M. ANDROMEDA	L	67
17	M. IRVAN ABSORUL I.	L	68
18	M. RISKI ATHALLA	L	67
19	MARNAH	P	78
20	MASAMAH	P	76
21	MEI YUNI LESTRI	P	67
22	MUALAWIYAH	P	76
23	NINA ANGGRAENI	P	64
24	NUR ASMI YULIDA	P	67
25	RAHMATULLOH	L	63
26	RAFI IRAWAN	L	75
27	RIZKY SAPUTRA	L	65

Students' Score of Writing at the Eight Grade SMP N 1 Limau

Class: C

No.	Nama	L/P	Nilai
1	ADHI FERDIYANSYAH	L	67
2	ADHIIETYA HASRI P.	L	75
3	ADI SAPUTRA	L	62
4	ARMANI	L	67
5	ASEP MAULANA	L	65
6	BELLA HASYA	P	77
7	DARLIS	L	66
8	DIANA ANGGUN S.	P	65
9	DWI ANTIKA PUTRI	P	67
10	ELVIA SEVIANA	P	62
11	GALIH ERLANGGA	L	65
12	GITA SEFTIANA	P	63
13	HADI PRAYOGA	L	77
14	IMAM AL IHSAN	L	61
15	IRGI DWI PANGESTU	L	64
16	ZARHANAH LESTARI	P	67
17	KURNIA ELANDARI	P	68
18	LUCKY RISMAWAN K.A.	L	67
19	M. ABDULLATIPUDIN	L	78
20	M. RAFIQ RASYID N.	L	64
21	MAMAY	P	66
22	MELI REFIYANTI	P	66
23	MUHAMMAD WARSONO	L	64
24	NASRIAH	P	67
25	NURHAYATI	P	63
26	PUTRI ANGGRAENI	P	75
27	RIDHAUN NURKARIMAH	P	75
28	RISTINA ANGGRAENI	P	78

Students' Score of Writing at the Eight Grade SMP N 1 Limau

Class: VIII D

No.	Nama	L/P	Nilai
1	AHMAD FIRDAUS	L	67
2	ANA ASMA RITA BAKTI	P	75
3	ANDIKA PUTRA	L	62
4	ANGGUN PRAMANA PUTRI	P	67
5	ANISA NUR CAHYANI	P	65
6	ARIF RAHMAN WIJAYA	L	77
7	BAGAS APRIYANTO	L	66
8	BAMA ESA PRASETYA	L	65
9	DIKI FERNANDO	L	67
10	DWI ANGGORO PUTRO	L	78
11	ERIC OKTAVIO	L	65
12	EVILIANA	P	63
13	HARIKA PRASETYA	L	77
14	ISMALIA	P	61
15	ISMAWATI	P	77
16	JAKI ABDILLAH	L	67
17	LINDY CHALIK	P	68
18	LIVANNY SULISTYA PUTRI	P	67
19	MUHAMMAD ALIMMUFID	L	78
20	MUHAMMAD AMRAN	L	76
21	MUHAMMAD ANSOR	L	67
22	NOVITA FEBRIYANTI	P	76
23	PUTRI LESTARI	P	64
24	RIDO MAULAN AKBAR	L	67
25	RIFAI ABDUL MUSTOFA	L	63
26	RISFA AYINDA RAHMA	P	75
27	SINTYA EFLIN	P	65
28	SITI FATIMAH	P	68

Appendix 2

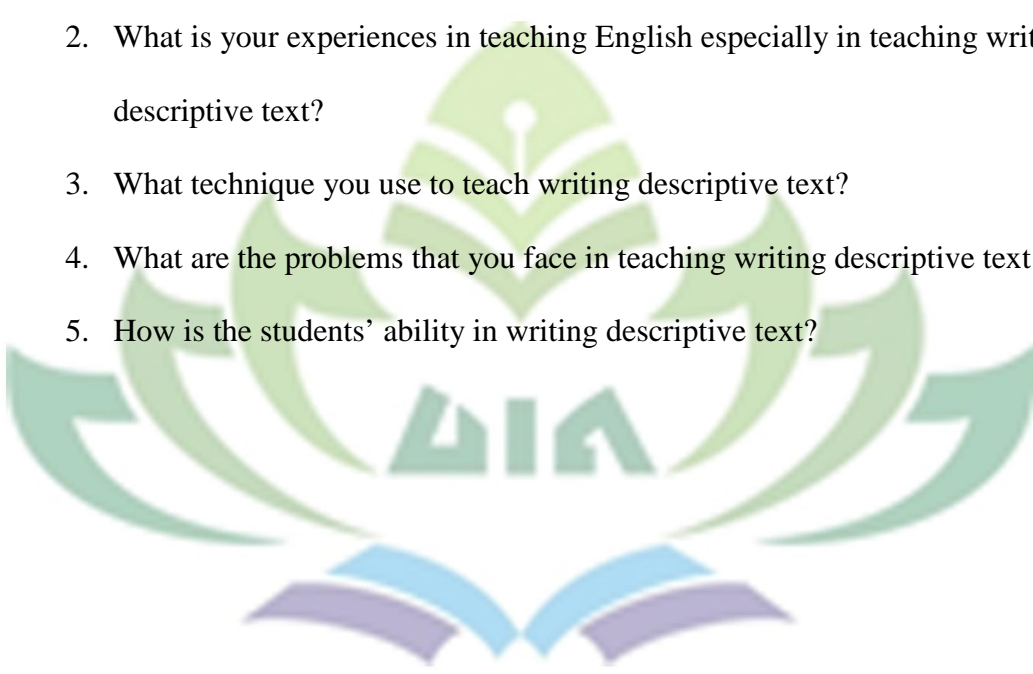
The Interview for the Teacher

Day/Date : Wednesday, 10th January 2018

Place : SMP N 1 Limau

Interviewer : Asih Pamujining Tias

Interviewee : Juni Ariyanti, S.Pd

1. How long have you been teaching English?
 2. What is your experiences in teaching English especially in teaching writing descriptive text?
 3. What technique you use to teach writing descriptive text?
 4. What are the problems that you face in teaching writing descriptive text?
 5. How is the students' ability in writing descriptive text?
- 

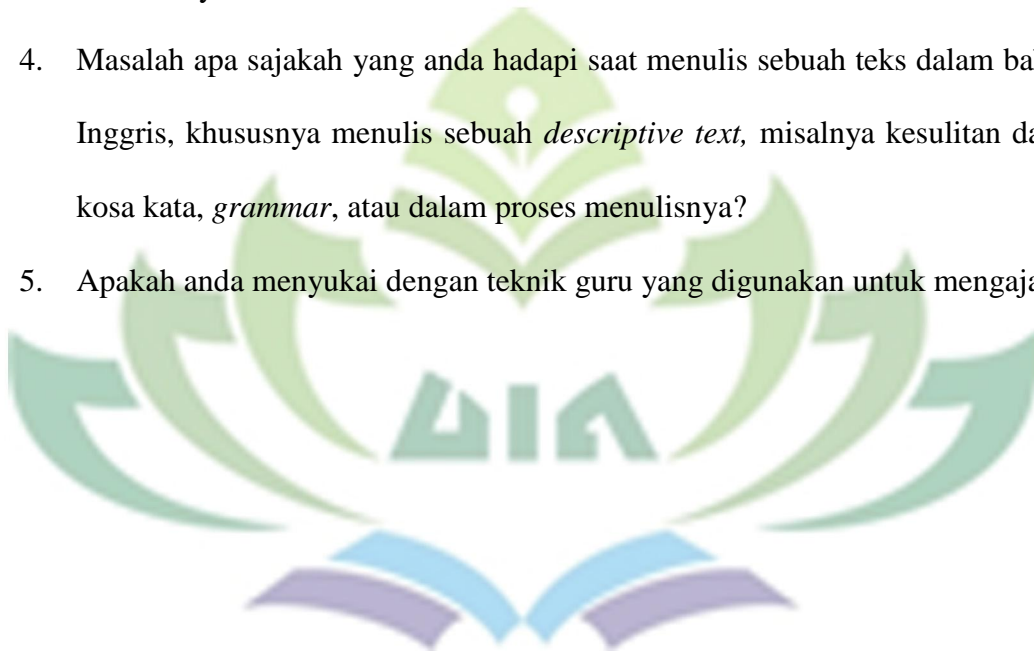
The Result of Interview for English Teacher

No	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English since 2016	the teacher have been teaching English for 2 years.
2	What is your experiences in teaching English especially in teaching writing descriptive text?	I do not have specific experience in teaching writing descriptive. I just explained to them what descriptive text based on the textbook's instruction. I give the example and the students to do the exercise.	The teacher only explain by the textbook in teaching writing descriptive text. As the result the teacher should vary the ways to make class more interactive.
3	What technique that you used to teach writing descriptive text?	I use self-correction technique to teaching writing descriptive text.	The teacher use self-correction technique in teaching writing descriptive text
4	What are the problems that you face in teaching writing descriptive text?	My problem is come when the students are difficulty of expressing ideas in writing the text because lack knowledge of vocabularies and low information about grammar so they cannot figure out idea to write the text.	The problem that teacher face in teaching writing: the students were difficulty of expressing ideas in their text because generally they have lack on vocabulary and the grammar, in fact their writing ability is unsatisfied
5	How is the students' ability in writing descriptive text?	The students' ability in writing is low especially in descriptive text. It is because the students still find difficulties in choosing the ideas and words in making descriptive text,	The students' ability in writing descriptive text is low.

Appendix 3

The Interview for the Students

1. Apakah anda menyukai pelajaran bahasa inggris?
2. Apakah anda memiliki kesulitan saat mempelajari *writing skill*?
3. Apakah anda sudah pernah belajar mengenai *writing descriptive text* sebelumnya?
4. Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa Inggris, khususnya menulis sebuah *descriptive text*, misalnya kesulitan dalam kosa kata, *grammar*, atau dalam proses menulisnya?
5. Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?



The Result of Interview for Student

Student 1

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of writing descriptive text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat menulis karena saya sulit untuk mengungkapkan ide, dan juga sedikit kosa kata yang saya ketahui, selain itu juga karena saya bosan dan tidak tertarik dengan teknik dalam kegiatan pembelajaran.	The student does not master the vocabulary, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak meyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 2

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Ya saya suka pelajaran bahasa inggris.	Based on interview of student, he likes English lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat menulis karena sedikit kosa kata yang saya ketahui.	The student does not master the vocabulary, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 3

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of writing descriptive text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bosan dan tidak tertarik dengan teknik dalam kegiatan pembelajaran.	The students were averse to write descriptive text because they are bored and uninterested with the use of technique in the learning process.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 4

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of writing descriptive text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat menulis karena saya sulit untuk mengungkapkan ide.	The student have difficulties to organize their idea into a sentences.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak,, saya kurang meyukai. Karena guru tidak menarik jadi saya tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 5

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Tidak saya kurang suka pelajaran bahasa inggris.	Based on interview of student, he doesn't like English lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat menulis karena sedikit kosa kata yang saya ketahui.	The student does not master the vocabulary, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 6

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	The student doesn't like English because it is very difficult
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bosan dan tidak tertarik dengan teknik dalam kegiatan pembelajaran.	The students were averse to write descriptive text because they are bored and uninterested with the use of technique in the learning process.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 7

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of writing descriptive text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat mengembangkan kalimat dalam sebuah paragraph.	The student confuse to write something, their ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak meyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 8

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Ya saya suka pelajaran bahasa inggris.	He likes English lessons. Because English is interesting for him.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat merangkai kalimat.	The student does not master the grammatically, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more grammar that commonly used.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya kurang menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 9

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya belajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of writing descriptive text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya merasa sulit dalam membedakan grammar yang digunakan	The students have difficulties in grammar.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Student 10

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Tidak saya kurang suka pelajaran bahasa inggris.	Based on interview of student, he doesn't like English lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>writing skill</i> ?	Ya.	The student has difficulties in learning writing.
3.	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah.	The student has learned descriptive text.
4.	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya bingung saat menulis karena sulit mengembangkan ide-ide.	The student confuse to write something, it is described their writing ability is still low. So the student needs to learn more.
5.	Apakah anda menyukai dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menyukai. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in writing so that the students feel bored and uninterested so, they cannot make a good product in writing.

Appendix 4

SILABUS PEMBELAJARAN

SEKOLAH : SMP NEGERI 1 LIMAU

KELAS : VIII

MATA PELAJARAN: BAHASA INGGRIS

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi dasar	Materi Pembelajaran	Kegiatan pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda	Mengamati <ul style="list-style-type: none">Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif	KRITERIA PENILAIAN <ul style="list-style-type: none">Tingkat ketercapaian	6x40 menit	<ul style="list-style-type: none">Buku Teks wajibKeteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

<p>fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang,</p>	<p>Fungsi sosial</p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau</p>	<p>tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan</p>	<p>fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	<p>interpersonal/transaksional dengan benar dan akurat.</p> <ul style="list-style-type: none"> • Contoh teks dari sumber yang otentik • Sumber dari internet seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/file - http://learningenglish.britishcouncil.org/en - https://www.google.com/
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<p>dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, <i>dst.</i>; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, <i>dst.</i></p> <p>(3) Kata sifat tentang orang, binatang, benda</p>	<p>mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang 	<p>ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p>		
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	<p>dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan</p>	<p>orang, binatang, dan benda.</p> <ul style="list-style-type: none"> Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, binatang, benda yang dideskripsikan kosa kata, tata 	<p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan 		
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	<p>nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan</p>	<p>bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan 	<p>menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan 	
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	bertanggung jawab.	<p>unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa 	<p>diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan</p>		
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		<p>di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (memanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang 	<p>menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, 		
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		orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	binatang, benda. <ul style="list-style-type: none"> • Lembar soal dan hasil tes 		
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Mengetahui:

Kepala Sekolah SMP N 1 Limau

Hi.Supono, S.Pd
196708101992031013

Limau,

2018

Guru Mapel Bahasa Inggris,

Juni Aprianti, S.Pd



Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Experimental Class

Sekolah : SMP N 1 Limau
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Descriptive Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 1

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

3.10.1 Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.

4.11.1 Siswa dapat mengidentifikasi struktur dan unsur kebahasaan dalam teks.

4.12.1 Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat teks deskriptif secara individu

E. Materi Pembelajaran

a. Materi:

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

b. Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

c. Structure text

a) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b) Menyebutkan sifat orang, binatang, benda dan bagianya.

c) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang seamunya sesuai dengan fungsi social yang hendak dicapai.

d. Unsur kebahasaan

a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.

c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.

d. Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*.

e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.

f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

g. Ucapan, tekanan kata, intonasi.

h. Ejaan dan tanda baca.

i. Tulisan tangan.

e. Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Example of descriptive text about someone:

Muhammad Ali

Identification:

Her full name is Cassius Marcellus Clay, Jr. You can call him Muhammad Ali. He was born in Louisville, on January 17th, 1942.

Description:

Muhammad Ali was the only professional boxer to win the heavy-weight championship three times. He provided leadership and an example for African American men and women around the world with his political and religious views. He has a black skin and also his body is strength. He is a tall and has a curly hair.

F. Metode Pembelajaran

Peer Editing Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang 	20 Menit

	<p>sesuai dengan materi yang disampaikan oleh guru</p> <ul style="list-style-type: none"> - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa dibuat berpasangan secara acak oleh guru. 	
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang teks deskriptif tentang orang. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan guru tentang teks deskriptif yang belum diketahui. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks deskriptif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara individu membuat text deskriptif tentang orang. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap sepasang siswa menukarkan tugas mereka dengan pasangan lain untuk peer editing. • Setiap siswa memperbaiki tugas dari siswa lain untuk peer editing. 	40 menit

	Mengomunikasikan <ul style="list-style-type: none"> • Setiap siswa melampirkan bentuk catatan mengumpulkan ke guru untuk di evaluasi. 	
	Kegiatan Akhir <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Tulis
Bentuk : Esei
Instrument : Terlampir

J. Penilaian

Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
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16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
------	--

7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

Guru Bahasa Inggris,

Limau, 2018
Mahasiswa Peneliti,

Juni Ariyanti, S.Pd

Asih Pamujining Tias
NPM. 1411040025

Mengetahui,
Kepala SMP N 1 Limau

Hi. Supono, S.Pd
196708101992031013

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Class

Sekolah : SMP N 1 Limau
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Descriptive Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 2

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

3.10.1 Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.

4.11.1 Siswa dapat mengidentifikasi struktur dan unsur kebahasaan dalam teks.

4.12.1 Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat teks deskriptif secara individu

E. Materi Pembelajaran

a. Materi:

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

b. Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- c. Structure text
 - a) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - b) Menyebutkan sifat orang, binatang, benda dan bagianya.
 - c) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang seamunya sesuai dengan fungsi social yang hendak dicapai.
- d. Unsur kebahasaan
 - a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
 - b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - g. Ucapan, tekanan kata, intonasi.
 - h. Ejaan dan tanda baca.
 - i. Tulisan tangan.
- e. Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Example of descriptive text about place:

Library in the School

Identification:

My school has one of the best libraries in town. It consists of two large rooms on one side of school building. It has large windows and is thus airy and well

lit. There are long, gleaming tables with chairs on all sides. Chairs have also been placed near the windows for comfortable reading.

Description:

In one room the books of general interest have been stocked, while the other contains newspapers, journals and reference and other text books. Our library contains nearly 10,000 books on every subject-literature, history, science, mathematics etc. are some of them. There are also novels, classics and encyclopaedias etc. Our schools subscribes to some of the best newspapers, journals and magazines from all over the world.

F. Metode Pembelajaran

Peer Editing Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa dibuat berpasangan secara acak oleh guru. 	20 Menit
	Kegiatan inti Mengamati <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang teks 	40 menit

	<p>deskriptif tentang tempat.</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan guru tentang teks deskriptif yang belum diketahui. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks deskriptif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara individu membuat text deskriptif tentang tempat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap sepasang siswa menukarkan tugas mereka dengan pasangan lain untuk peer editing. • Setiap siswa memperbaiki tugas dari siswa lain untuk peer editing. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap siswa melampirkan bentuk catatan mengumpulkan ke guru untuk di evaluasi. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Tulis

Bentuk : Esei

Instrument : Terlampir

J. Penilaian

Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
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	follow (coherence); connectives largely absent (cohesion).
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c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
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d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.

5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
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e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

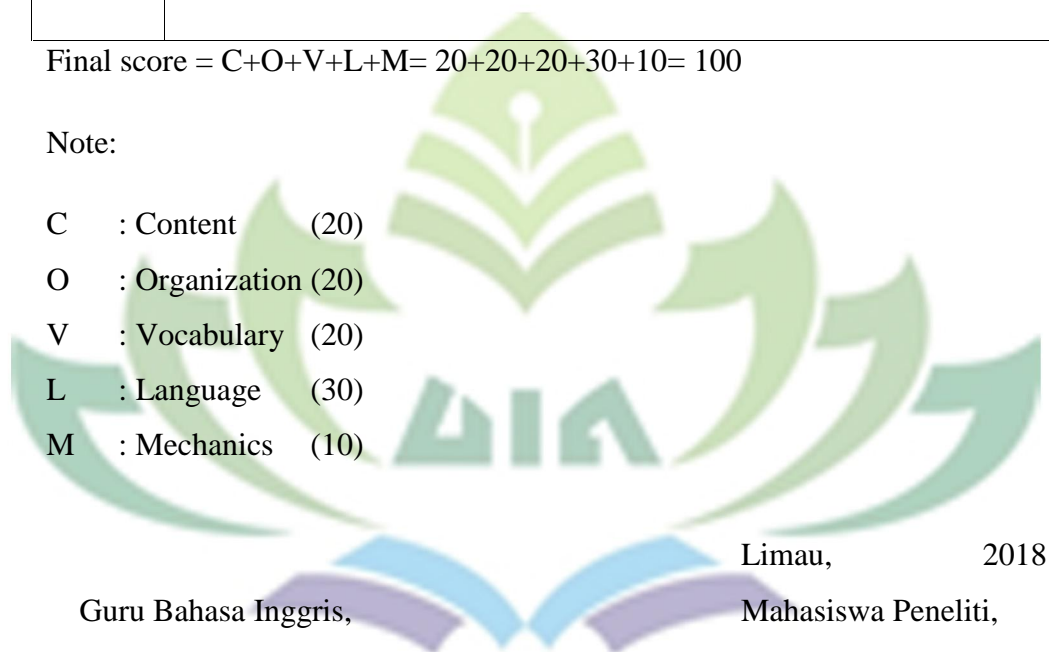
C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)



Guru Bahasa Inggris,

Limau, 2018

Mahasiswa Peneliti,

Juni Ariyani, S.Pd

Asih Pamujining Tias

NPM. 1411040025

Mengetahui,
Kepala SMP N 1 Limau

Hi. Supono, S.Pd
196708101992031013

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Class

Sekolah : SMP N 1 Limau
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Descriptive Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 3

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

3.10.1 Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.

4.11.1 Siswa dapat mengidentifikasi struktur dan unsur kebahasaan dalam teks.

4.12.1 Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat teks deskriptif secara individu

E. Materi Pembelajaran

a. Materi:

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

b. Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- c. Structure text
 - a) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - b) Menyebutkan sifat orang, binatang, benda dan bagianya.
 - c) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang seamunya sesuai dengan fungsi social yang hendak dicapai.
- d. Unsur kebahasaan
 - a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
 - b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - g. Ucapan, tekanan kata, intonasi.
 - h. Ejaan dan tanda baca.
 - i. Tulisan tangan.
- e. Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Example of descriptive text about animal:

My Favorite T-shirt

Identification:

Do you like to wear a T-shirt? Well, I do. One of my favorite T-shirt is the one that I bought when I was in Senior High School six years ago. At that time, I won a Scrabble competition, and the prize is money. I bought the T-shirt with this money. I like it because it is very comfy.

Description:

The color of my favorite T-shirt is yellow. It is made of cotton. Right now, the color is not as bright as it used to be, but the picture printed on the front side is still as good as it was. It is a picture of a microphone known as "Elvis Microphone". The color of the picture is gray. The condition of the T-shirt is not as perfect as it was, because right now there are some holes on the T-shirt. One of the biggest hole is located on my back. My sister said that I look like a homeless boy every time I wear this T-shirt.

F. Metode Pembelajaran

Peer Editing Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa dibuat berpasangan secara acak oleh guru. 	20 Menit
	Kegiatan inti Mengamati <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang teks deskriptif tentang hewan. 	40 menit

	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan guru tentang teks deskriptif yang belum diketahui. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks deskriptif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara individu membuat text deskriptif tentang hewan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap sepasang siswa menukarkan tugas mereka dengan pasangan lain untuk peer editing. • Setiap siswa memperbaiki tugas dari siswa lain untuk peer editing. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap siswa melampirkan bentuk catatan mengumpulkan ke guru untuk di evaluasi. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English Rings the Bell*. Jakarta: Politeknik Negeri Media Kreatif

I. Penilaian

Teknik : Tulis

Bentuk : Esei

Instrument : Terlampir

J. Penilaian

Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to

	follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Control Class

Sekolah : SMP N 1 Limau

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Descriptive Text

Alokasi waktu : 2 x 40 menit

Pertemuan Ke : 1

A. Kompetensi Inti

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

3.10.1 Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.

4.11.1 Siswa dapat mengidentifikasi struktur dan unsur kebahasaan dalam teks.

4.12.1 Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat teks deskriptif secara individu

E. Materi Pembelajaran

a. Materi:

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

b. Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- c. Structure text
- a) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - b) Menyebutkan sifat orang, binatang, benda dan bagianya.
 - c) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi social yang hendak dicapai.
- d. Unsur kebahasaan
- a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
 - b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - g. Ucapan, tekanan kata, intonasi.
 - h. Ejaan dan tanda baca.
 - i. Tulisan tangan.
- e. Topik
- Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Example of descriptive text about someone:

Muhammad Ali

Identification:

Her full name is Cassius Marcellus Clay, Jr. You can call him Muhammad Ali. He was born in Louisville, on January 17th, 1942.

Description:

Muhammad Ali was the only professional boxer to win the heavy-weight championship three times. He provided leadership and an example for African American men and women around the world with his political and religious views. He has a black skin and also his body is strength. He is a tall and has a curly hair.

F. Metode Pembelajaran**Self-Correction Technique****G. Langkah-langkah kegiatan pembelajaran**

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none">- Siswa mengucapkan salam kepada guru dan doa bersama-sama- Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru- Siswa diberi motivasi belajar oleh guru- Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru- Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	20 Menit
	Kegiatan inti Mengamati <ul style="list-style-type: none">• siswa menyimak penjelasan dari guru tentang teks deskriptif tentang orang.	40 menit

	<ul style="list-style-type: none"> • Siswa diberikan tentang correction symbol oleh guru untuk mengoreksi kesalahan mereka. • Siswa dijelaskan tentang correction symbol oleh guru untuk mengoreksi kesalahan mereka. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks deskriptif tentang orang. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks deskriptif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara individu membuat text deskriptif tentang orang. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap siswa menggunakan daftar symbol untuk tugas individu mereka. • Setiap siswa memperbaiki kesalahan tugas mereka. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap siswa dibantu guru untuk evaluasi tugas mereka. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. 	<p>20 menit</p>

	<ul style="list-style-type: none"> - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	
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H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Tulis
Bentuk : Esei
Instrument : Terlampir

J. Penilaian

Scoring Rubric

a. Content

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16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
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7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
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4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
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7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
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7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

Guru Bahasa Inggris,

Juni Ariyani, S.Pd

Limau, 2018
Mahasiswa Peneliti,

Asih Pamujining Tias
NPM. 1411040025

Mengetahui,
Kepala SMP N 1 Limau

Hi. Supono, S.Pd
196708101992031013

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class

Sekolah : SMP N 1 Limau
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Descriptive Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 2

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

3.10.1 Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.

4.11.1 Siswa dapat mengidentifikasi struktur dan unsur kebahasaan dalam teks.

4.12.1 Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat teks deskriptif secara individu

E. Materi Pembelajaran

a. Materi:

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

b. Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

c. Structure text

- a) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

- b) Menyebutkan sifat orang, binatang, benda dan bagianya.
- c) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang seamunya sesuai dengan fungsi social yang hendak dicapai.
- d. Unsur kebahasaan
 - a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
 - b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - g. Ucapan, tekanan kata, intonasi.
 - h. Ejaan dan tanda baca.
 - i. Tulisan tangan.
- e. Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Example of descriptive text about place:

Library in the School

Identification:

My school has one of the best libraries in town. It consists of two large rooms on one side of school building. It has large windows and is thus airy and well lit. There are long, gleaming tables with chairs on all sides. Chairs have also been placed near the windows for comfortable reading.

Description:

In one room the books of general interest have been stocked, while the other contains newspapers, journals and reference and other text books. Our library contains nearly 10,000 books on every subject-literature, history, science, mathematics etc. are some of them. There are also novels, classics and encyclopaedias etc. Our schools subscribes to some of the best newspapers, journals and magazines from all over the world.

F. Metode Pembelajaran**Self-Correction Technique****G. Langkah-langkah kegiatan pembelajaran**

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	20 Menit
	Kegiatan inti Mengamati <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang teks deskriptif tentang tempat. • Siswa diberikan tentang correction symbol oleh guru untuk mengoreksi kesalahan mereka. 	40 menit

	<ul style="list-style-type: none"> • Siswa dijelaskan tentang correction symbol oleh guru untuk mengoreksi kesalahan mereka. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks deskriptif tentang tempat. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks deskriptif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara individu membuat text deskriptif tentang tempat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap siswa menggunakan daftar symbol untuk tugas individu mereka. • Setiap siswa memperbaiki kesalahan tugas mereka. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap siswa dibantu guru untuk evaluasi tugas mereka. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	<p>20 menit</p>

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris,
When English Rings the Bell. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Tulis
Bentuk : Esei
Instrument : Terlampir

J. Penilaian

Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
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7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.

4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

Guru Bahasa Inggris,

Limau, 2018
Mahasiswa Peneliti,

Juni Ariyani, S.Pd

Asih Pamujining Tias
NPM. 1411040025

Mengetahui,
Kepala SMP N 1 Limau

Hi. Supono, S.Pd
196708101992031013

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class

Sekolah : SMP N 1 Limau
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Descriptive Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 3

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

3.10.1 Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.

4.11.1 Siswa dapat mengidentifikasi struktur dan unsur kebahasaan dalam teks.

4.12.1 Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat teks deskriptif secara individu

E. Materi Pembelajaran

a. Materi:

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

b. Fungsi sosial :

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

c. Structure text

- a) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

- b) Menyebutkan sifat orang, binatang, benda dan bagianya.
- c) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang seamunya sesuai dengan fungsi social yang hendak dicapai.
- d. Unsur kebahasaan
 - a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
 - b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - g. Ucapan, tekanan kata, intonasi.
 - h. Ejaan dan tanda baca.
 - i. Tulisan tangan.
- e. Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Example of descriptive text about animal:

My Favorite T-shirt

Identification:

Do you like to wear a T-shirt? Well, I do. One of my favorite T-shirt is the one that I bought when I was in Senior High School six years ago. At that time, I won a Scrabble competition, and the prize is money. I bought the T-shirt with this money. I like it because it is very comfy.

Description

The color of my favorite T-shirt is yellow. It is made of cotton. Right now, the color is not as bright as it used to be, but the picture printed on the front side is

still as good as it was. It is a picture of a microphone known as "Elvis Microphone". The color of the picture is gray. The condition of the T-shirt is not as perfect as it was, because right now there are some holes on the T-shirt. One of the biggest hole is located on my back. My sister said that I look like a homeless boy every time I wear this T-shirt.

F. Metode Pembelajaran

Self-Correction Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	20 Menit
	Kegiatan inti Mengamati <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang teks deskriptif tentang hewan. • Siswa diberikan tentang correction symbol oleh guru untuk mengoreksi kesalahan mereka. • Siswa dijelaskan tentang correction symbol oleh guru untuk mengoreksi kesalahan mereka. 	40 menit

	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks deskriptif tentang hewan. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks deskriptif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara individu membuat text deskriptif tentang hewan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap siswa menggunakan daftar symbol untuk tugas individu mereka. • Setiap siswa memperbaiki kesalahan tugas mereka. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap siswa dibantu guru untuk evaluasi tugas mereka. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Tulis
Bentuk : Esei
Instrument : Terlampir

J. Penilaian

Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.



Appendix 7**INSTRUMENT OF PRE-TEST**

Name :

Class :

Subject/ Sub matter : English/ Writing (Descriptive Text)

Class/Time Allocation : VIII/ 80 minutes (2x40menit)

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Direction:

1. Write a descriptive text that consist about 100 words about the topics.
2. Write your text in the present tense form and by covered the generic structures of descriptive text (identification and description).
3. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics)
4. Please choose one of three topics below:
 - a. My Father
 - b. My House
 - c. A Bicycle

Appendix 8

INSTRUMENT OF POST TEST

Name :

Class :

Subject/ Sub matter : English/ Writing (Descriptive Text)

Class/Time Allocation : VIII/ 80 minutes (2x40menit)

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Direction:

1. Write a descriptive text that consist of 100 words about the topics and based on the pictures provided.
2. Write your text in the present tense form and by covered the generic structures of descriptive text (identification and description).
3. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics)
4. Please choose one of three topics below:
 - a. My Teacher
 - b. My Classroom
 - c. A Car

Appendix 9

Validation Form for Writing Test

Direction:

For each question, please give your response by ticking () a box representing your choice.

No	Question	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Is the time allocation quite enough?			
4.	Does the assessment rubric have covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

General comments

Please give any general comment or suggestion you may have concerning this test development.

Validator,

Juni Aprianti, S.Pd

Appendix 11

Result of Readability Test

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	T-1	3	2	3	1	1	10	2
2	T-2	2	2	3	1	1	9	1.8
3	T-3	2	4	2	1	1	10	2
4	T-4	1	1	3	2	2	9	1.8
5	T-5	2	3	2	2	2	11	2.2
6	T-6	2	1	3	1	1	8	1.6
7	T-7	4	4	3	1	1	13	2.6
8	T-8	3	3	2	2	1	11	2.2
9	T-9	3	3	2	2	2	12	2.4
10	T-10	2	2	3	3	4	14	2.8
11	T-11	4	3	2	1	1	11	2.2
12	T-12	2	2	3	3	3	13	2.6
13	T-13	4	3	2	2	2	13	2.6
14	T-14	3	3	3	2	2	13	2.6
15	T-15	2	3	3	1	1	10	2
16	T-16	4	2	2	3	2	13	2.6
17	T-17	3	4	2	1	1	11	2.2
18	T-18	3	3	2	2	2	12	2.4
19	T-19	2	2	3	1	1	9	1.8
20	T-20	3	2	2	3	2	12	2.4
21	T-21	3	3	2	1	1	10	2
22	T-22	2	2	1	2	1	8	1.6
23	T-23	2	2	3	3	2	12	2.4
24	T-24	4	3	3	2	2	14	2.8
25	T-25	3	2	1	1	3	10	2
26	T-26	3	4	4	3	2	16	3.2
27	T-27	3	4	3	2	2	14	2.8
28	T-28	2	2	3	1	1	9	1.8
								61.6
TOTAL								61.6/27= 2.28

Based on the finding of Kouame's research, if the mean of all items of instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instruments) of writing test above is 2.28 (lower than 4.46), it means that the instrument is readable.

Appendix 12

The Name of Students in Experimental Class

No.	Nama	Students code
1	AHMAD FIRDAUS	D1
2	ANA ASMA RITA BAKTI	D2
3	ANDIKA PUTRA	D3
4	ANGGUN PRAMANA PUTRI	D4
5	ANISA NUR CAHYANI	D5
6	ARIF RAHMAN WIJAYA	D6
7	BAGAS APRIYANTO	D7
8	BAMA ESA PRASETYA	D8
9	DIKI FERNANDO	D9
10	DWI ANGGORO PUTRO	D10
11	ERIC OKTAVIO	D11
12	EVILIANA	D12
13	HARIKA PRASETYA	D13
14	ISMALIA	D14
15	ISMAWATI	D15
16	JAKI ABDILLAH	D16
17	LINDY CHALIK	D17
18	LIVANNY SULISTYA PUTRI	D18
19	MUHAMMAD ALIMMUFID	D19
20	MUHAMMAD AMRAN	D20
21	MUHAMMAD ANSOR	D21
22	NOVITA FEBRIYANTI	D22
23	PUTRI LESTARI	D23
24	RIDO MAULAN AKBAR	D24
25	RIFAI ABDUL MUSTOFA	D25
26	RISFA AYINDA RAHMA	D26
27	SINTYA EFLIN	D27
28	SITI FATIMAH	D28

Appendix 13

The Name of Students in Control Class

No.	Nama	Students code
1	ADHI FERDIYANSYAH	C1
2	ADHIIETYA HASRI P.	C2
3	ADI SAPUTRA	C3
4	ARMANI	C4
5	ASEP MAULANA	C5
6	BELLA HASYA	C6
7	DARLIS	C7
8	DIANA ANGGUN S.	C 8
9	DWI ANTIKA PUTRI	C 9
10	ELVIA SEVIANA	C 10
11	GALIH ERLANGGA	C 11
12	GITA SEFTIANA	C 12
13	HADI PRAYOGA	C 13
14	IMAM AL IHSAN	C 14
15	IRGI DWI PANGESTU	C 15
16	ZARHANAH LESTARI	C 16
17	KURNIA ELANDARI	C 17
18	LUCKY RISMAWAN K.A.	C 18
19	M. ABDULLATIPUDIN	C 19
20	M. RAFIQ RASYID N.	C 20
21	MAMAY	C 21
22	MELI REFIYANTI	C 22
23	MUHAMMAD WARSONO	C 23
24	NASRIAH	C 24
25	NURHAYATI	C 25
26	PUTRI ANGGRAENI	C 26
27	RIDHAUN NURKARIMAH	C 27
28	RISTINA ANGGRAENI	C 28

Appendix 14

Pre-Test Score of Students in Experimental Class

No	Students' Code	Score
1	D1	68
2	D2	68
3	D3	68
4	D4	63
5	D5	70
6	D6	70
7	D7	74
8	D8	68
9	D9	67
10	D10	71
11	D11	68
12	D12	71
13	D13	68
14	D14	69
15	D15	66
16	D16	67
17	D17	65
18	D18	68
19	D19	65
20	D20	68
21	D21	73
22	D22	67
23	D23	68
24	D24	65
25	D25	70
26	D26	68
27	D27	69
28	E28	68

Appendix 15

Pre-Test Score of Students in Control Class

No	Students' Code	Score
1	C1	64
2	C 2	62
3	C 3	66
4	C 4	70
5	C 5	65
6	C 6	64
7	C 7	67
8	C 8	67
9	C 9	62
10	C 10	63
11	C 11	64
12	C 12	67
13	C 13	62
14	C 14	65
15	C 15	64
16	C 16	63
17	C 17	65
18	C 18	63
19	C 19	65
20	C 20	64
21	C 21	62
22	C 22	64
23	C 23	63
24	C 24	63
25	C 25	64
26	C 26	63
27	C 27	65
28	C 28	66

Appendix 16

Post-Test Score of Students in Experimental Class

No	Students' Code	Score
1	D1	80
2	D2	78
3	D3	80
4	D4	75
5	D5	79
6	D6	78
7	D7	80
8	D8	80
9	D9	77
10	D10	79
11	D11	78
12	D12	80
13	D13	80
14	D14	80
15	D15	75
16	D16	76
17	D17	77
18	D18	78
19	D19	76
20	D20	78
21	D21	80
22	D22	78
23	D23	79
24	D24	78
25	D25	80
26	D26	78
27	D27	80
28	D28	78

Appendix 17

Post-Test Score of Students in Control Class

No	Students' Code	Score
1	C1	72
2	C 2	72
3	C 3	70
4	C 4	77
5	C 5	73
6	C 6	75
7	C 7	75
8	C 8	73
9	C 9	72
10	C 10	70
11	C 11	72
12	C 12	76
13	C 13	72
14	C 14	75
15	C 15	75
16	C 16	73
17	C 17	73
18	C 18	74
19	C 19	76
20	C 20	75
21	C 21	72
22	C 22	74
23	C 23	75
24	C 24	75
25	C 25	76
26	C 26	72
27	C 27	73
28	C 28	72

Appendix 18

The Result of Reliability for Pre-Test Based on Two Raters

CRITERIA	SCORE		RANK		D (R1-R2)	D ²
	R1	R2	R1	R2		
Content	901	934	3	2	1	1
Organization	907	972	1	1	0	0
Vocabulary	540	546	4	4	0	0
Language	906	906	2	3	-1	1
Mechanic	456	458	5	5	0	0
						2

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6(2)}{56(56^2 - 1)}$$

$$p = 1 - \frac{36}{175560}$$

$$p = 1 - 0.0002050581$$

$$p = 0.99$$

Based on the data above, it can be concluded that reliability score of post-test in experimental and control class is 0.99. So, the data is reliable.

Appendix 18

The Result of Reliability for Post-Test Based on Two Raters

CRITERIA	SCORE		RANK		D (R1-R2)	D ²
	R1	R2	R1	R2		
Content	1006	995	1	1	0	0
Organization	1002	961	2	3	-1	1
Vocabulary	878	895	4	4	0	0
Language	954	968	3	2	1	1
Mechanic	392	396	5	5	0	0
						2

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6(2)}{56(56^2 - 1)}$$

$$p = 1 - \frac{36}{175560}$$

$$p = 1 - 0.0002050581$$

$$p = 0.99$$

Based on the data above, it can be concluded that reliability score of post-test in experimental and control class is 0.99. So, the data is reliable.

Appendix 19

Result of Normality

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental class	.171	28	.034	.941	28	.115
	control class	.198	28	.006	.937	28	.094

a. Lilliefors Significance Correction



Appendix 20**Result of Homogeneity****Test of Homogeneity of Variances**

gain_score

Levene Statistic	df1	df2	Sig.
2.289	1	54	.136



Appendix 21

Result of Hypothetical Test



Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.289	.136	2.079	54	.042	1.03571	.49806	.03717	2.03426
Equal variances not assumed			2.079	51.726	.043	1.03571	.49806	.03616	2.03527

Appendix 22

The Analysis Students' Score of Pre-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1	17	18	17	17	10	9	17	16	9	10	68	68	68
2	E2	16	18	17	15	10	9	15	16	10	10	68	68	68
3	E3	17	17	17	15	10	10	15	16	9	10	68	68	68
4	E4	15	15	17	16	7	8	14	15	7	8	63	63	63
5	E5	17	17	16	17	9	10	17	16	10	8	70	70	70
6	E6	17	17	16	17	10	11	16	17	8	8	69	71	70
7	E7	17	18	17	16	10	11	16	15	8	10	75	74	74
8	E8	16	18	17	15	10	9	15	16	10	10	68	68	68
9	E9	16	17	17	17	9	10	17	16	8	8	67	68	67
10	E10	17	17	16	16	16	16	17	17	5	5	71	71	71
11	E11	17	18	17	17	10	9	17	16	9	10	68	68	68
12	E12	17	17	16	16	16	16	17	17	5	5	71	71	71
13	E13	16	18	17	15	10	9	15	16	10	10	68	68	68
14	E14	17	16	16	16	10	11	17	17	10	9	70	69	69
15	E16	17	16	15	14	15	16	16	15	4	4	67	65	66
16	E16	16	17	17	17	9	10	17	16	8	8	67	68	67
17	E17	16	17	16	15	10	11	17	16	9	8	68	62	65
18	E18	17	18	17	17	10	9	17	16	9	10	68	68	68
19	E19	16	18	15	16	7	8	17	15	9	9	64	66	65
20	E20	16	18	17	15	10	9	15	16	10	10	68	68	68
21	E21	18	17	18	16	16	17	16	16	5	6	73	72	73
22	E22	16	17	17	17	9	10	17	16	8	8	67	68	67
23	E23	17	18	17	17	10	9	17	16	9	10	68	68	68
24	E24	16	17	16	15	10	11	17	16	9	8	68	62	65
25	E25	17	17	16	17	10	11	16	17	8	8	69	71	70
26	E26	17	18	17	17	10	9	17	16	9	10	68	68	68
27	E27	17	16	16	16	10	11	17	17	10	9	70	69	69
28	E28	16	17	17	15	9	8	15	17	9	9	66	66	66
Total		464	482	464	449	292	297	456	451	234	238	1915	1906	1908

Appendix 23

The Analysis Students' Score of Post-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1	19	18	19	18	17	18	17	17	8	8	80	79	80
2	E2	18	19	18	17	18	17	17	18	7	7	78	78	78
3	E3	19	18	19	18	17	18	17	18	8	8	80	80	80
4	E4	18	17	18	16	16	17	18	18	6	5	76	73	75
5	E5	18	18	18	18	18	17	18	17	6	8	78	79	79
6	E6	18	19	18	17	18	17	17	18	7	7	78	78	78
7	E7	19	18	19	18	17	18	17	17	8	8	80	79	80
8	E8	19	18	19	18	17	18	17	18	8	8	80	80	80
9	E9	19	18	18	18	17	18	17	18	6	5	77	77	77
10	E10	18	18	18	18	18	17	18	17	6	8	78	79	79
11	E11	18	19	18	17	18	17	17	18	7	7	78	78	78
12	E12	19	18	19	18	17	18	17	17	8	8	80	79	80
13	E13	19	18	19	18	17	18	17	18	8	8	80	80	80
14	E14	19	18	19	18	17	18	17	17	8	8	80	79	80
15	E15	18	17	18	16	16	17	18	18	6	5	76	73	75
16	E16	18	18	17	19	16	16	17	17	7	6	75	76	76
17	E17	19	18	18	18	17	18	17	18	6	5	77	77	77
18	E18	18	19	18	17	18	17	17	18	7	7	78	78	78
19	E19	18	18	17	19	16	16	17	17	7	6	75	76	76
20	E20	18	19	18	17	18	17	17	18	7	7	78	78	78
21	E21	19	18	19	18	17	18	17	18	8	8	80	80	80
22	E22	18	19	18	17	18	17	17	18	7	7	78	78	78
23	E23	19	18	19	18	18	18	17	19	6	6	79	79	79
24	E24	18	19	18	17	18	17	17	18	7	7	78	78	78
25	E25	18	18	18	18	18	17	17	18	8	9	79	80	80
26	E26	18	19	18	17	18	17	17	18	7	7	78	78	78
27	E27	19	18	19	18	17	18	17	18	8	8	80	80	80
28	E28	18	19	18	17	18	17	17	18	7	7	78	78	78
Total		516	511	512	493	485	486	480	497	199	198	2192	2187	2195

Appendix 24

The Analysis Students' Score of Pre-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	F1	15	16	16	15	9	9	17	17	7	8	64	65	64
2	F2	15	16	15	15	8	7	15	17	8	7	62	63	62
3	F3	16	17	17	15	9	10	17	15	8	8	67	66	66
4	F4	17	17	16	17	10	11	16	17	8	8	69	71	70
5	F5	16	17	16	15	10	11	17	16	9	8	68	62	65
6	F6	15	16	16	15	9	9	17	17	7	8	64	65	64
7	F7	16	17	17	17	9	10	17	16	8	8	67	68	67
8	F8	16	17	17	17	9	10	17	16	8	8	67	68	67
9	F9	15	16	15	15	8	7	15	17	8	7	62	63	62
10	F10	16	15	16	15	8	8	15	16	9	8	63	63	63
11	F11	15	16	16	15	9	9	17	17	7	8	64	65	64
12	F12	16	17	17	17	9	10	17	16	8	8	67	68	67
13	F13	15	16	15	15	8	7	15	17	8	7	62	63	62
14	F14	16	17	16	15	10	11	17	16	9	8	68	62	65
15	F15	15	16	16	15	9	9	17	17	7	8	64	65	64
16	F16	16	15	15	14	8	7	14	15	8	8	62	63	63
17	F17	16	17	16	15	10	11	17	16	9	8	68	62	65
18	F18	16	15	15	14	8	7	14	15	8	8	62	63	63
19	F19	16	17	16	15	10	11	17	16	9	8	68	62	65
20	F20	15	16	16	15	9	9	17	17	7	8	64	65	64
21	F21	15	16	15	15	8	7	15	17	8	7	62	63	62
22	F22	15	16	16	15	9	9	17	17	7	8	64	65	64
23	F23	16	15	15	14	8	7	14	15	8	8	62	63	63
24	F24	16	15	15	14	8	7	14	15	8	8	62	63	63
25	F25	15	16	16	15	9	9	17	17	7	8	64	65	64
26	F26	16	15	15	14	8	7	14	15	8	8	62	63	63
27	F27	16	17	16	15	10	11	17	16	9	8	68	62	65
28	E28	15	16	16	15	9	9	17	17	7	8	64	65	64
Total		437	452	443	423	248	249	450	455	222	220	1810	1801	1800

Appendix 25

The Analysis Students' Score of Post -Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	F1	17	17	16	17	12	11	17	17	9	8	72	72	72
2	F2	16	17	18	17	11	12	17	17	9	9	73	71	72
3	F3	17	17	16	17	9	10	17	16	10	8	70	70	70
4	F4	19	18	18	18	17	18	17	18	6	5	77	77	77
5	F5	18	17	18	16	16	17	16	16	5	6	73	72	73
6	F6	18	18	17	18	17	17	18	17	5	6	75	75	75
7	F7	18	17	18	16	16	17	18	18	6	5	76	73	75
8	F8	18	17	18	16	16	17	16	16	5	6	73	72	73
9	F9	16	17	18	17	11	12	17	17	9	9	73	71	72
10	F10	17	17	16	17	10	11	16	17	8	8	69	71	70
11	F11	16	17	18	17	11	12	17	17	9	9	73	71	72
12	F12	19	17	18	18	17	17	17	17	5	6	76	75	76
13	F13	16	17	18	17	11	12	17	17	9	9	73	71	72
14	F14	18	18	17	18	17	17	18	17	5	6	75	75	75
15	F15	18	17	18	16	16	17	18	18	6	5	76	73	75
16	F16	18	17	18	16	16	17	16	16	5	6	73	72	73
17	F17	18	17	18	16	16	17	16	16	5	6	73	72	73
18	F18	17	18	17	16	10	11	16	15	8	10	75	74	74
19	F19	19	17	18	18	17	17	17	17	5	6	76	75	76
20	F20	18	17	18	16	16	17	18	18	6	5	76	73	75
21	F21	17	17	16	17	12	11	17	17	9	8	72	72	72
22	F22	17	18	17	16	10	11	16	15	8	10	75	74	74
23	F23	18	17	18	16	16	17	18	18	6	5	76	73	75
24	F24	19	18	17	16	17	17	17	17	6	6	75	74	75
25	F25	18	19	17	16	18	16	17	17	6	7	76	75	76
26	F26	16	17	18	17	11	12	17	17	9	9	73	71	72
27	F27	18	17	18	16	16	17	16	16	5	6	73	72	73
28	F28	16	17	18	17	11	12	17	17	9	9	73	71	72
Total		490	484	490	468	393	409	474	471	193	198	2070	2073	2059

Photos of Taking the Data



Explanation

Students pay attention when the researcher explained about how to constructing the descriptive text.



The researcher asked the students to make a descriptive text after the researcher give the explanation.



The students ask the researcher about their difficult meaning in explanation, and the researcher gave the explanation.

